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ABSTRACT

This manual provides screening guidelines for rural preschool and kindergarten programs and describes the development of a model Early Screening Program (ESP) that involves nine child stations and two parent stations. Screening stations developed for assessment included: (1) gross motor; (2) visual motor; (3) visual perception; (4) auditory comprehension; (5) language/speech; (6) general knowledge; (7) hearing; (8) vision; (9) general health conditions. A station where parents could discuss screening results was developed. Chapters 1 through 4 of the manual describe the development of the assessment, directions for administering and scoring the ESP, preparation for screening, and the use of screening results. Chapters 5 and 6 discuss the process used to develop and standardize the ESP. Most areas of individual development that were assessed were aligned with stages of Piagetian theory: sensory motor, symbolic thought, intuitive thought, and concrete operations. Appendices provide packets for use in obtaining data from and reporting to parents; a form for surveying early childhood support agencies and a brochure describing such agencies; a 40-page publication by project staff titled "Balls Are for Catching: Pre-School at Home Learning Activities"; and booklets that present stimuli, specify standard procedures, and provide criteria for judging adequacy of response in the assessment and parent stations. (RH)

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EARLY IDENTIFICATION GUIDELINES

Rural Model

NORTHEASTERN LOCAL SCHOOL DISTRICT

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EARLY SCREENING PROGRAM PERSONNEL

PROJECT STAFF

Dr. Anne M. Hyland, Director
Northeastern Schools

Sam Poston, Psychologist
Springfield

Mary Ellen Martin, Preschool LD Teacher
Northeastern Schools

Pat Saunders, LD Supervisor
Clark County Schools

Marilyn Miller, Psychologist
Clark County Schools

John Abma, Statistician
Wittenberg University

PROJECT ADVISORY COMMITTEE

Margaret Tippie, Parent
Brenda Sweeney, Parent
Vicki Patton, Parent

Jane Encheff
Director
Creative World of Childcare

Philip Penry
Director-Pupil Personnel
Clark County Schools

Marjorie Greenwood
Primary Curriculum Consultant
Clark County Schools

Esther Manuel
Principal
Northridge School

Bonnie King
Readiness First Teacher
Northridge School

Steve Zartman
Psychologist
Clark County Mental Health Services

Janice Kulisek, Parent
Janet Lannon, Parent

Bernice Delk
Curriculum Director
Town and Country School

Signe Stint
Speech Therapy Regional Coord.
Montgomery County Schools

Bob Rakmin
Resource Director
Miami Valley Regional Center

Judy Andrews
County Health Nurse
Clark County Health Department

Jeff Binz
Assistant Principal
South Vienna School

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PREFACE

This manual is designed to accompany the Early Screening Program. Chapters 1-4 describe the process used to develop the assessment, provide age/school grouping norms, the correct answers, and other information required for accurate use and interpretation of the assessment.

Chapters 5 and 6 of this manual describe the process used to develop and standardize the Early Screening Program.

This manual is organized conceptually rather than chronologically. That is, beginning chapters describe the broad concepts and considerations of the Early Screening Program. Later chapters describe the details of development.

The Early Screening Program is appropriate to use with children ages 3, 4 and 5 years old. It can be used for preschool programs or for kindergarten entrance.

CHAPTER 1
ASSESSING DEVELOPMENT FOR SCHOOL SUCCESS

Piaget's Stages

Student assessment has developed from a body of knowledge dealing with learning and student achievement. In the instance of young children, there is also a body of knowledge dealing with developmental growth as it relates to a child's readiness to learn. There are a number of different constructs which attempt to describe a young child's developmental growth as it relates to formal learning. Jean Piaget's studies in this area are commonly known. Piaget looked at the growth of an individual's intellect from the point of view of its developing relationship with the world of objects and people around the individual. Piaget divided the growth/learning process into five stages. These move in sequence from learning using physical attributes to learning using mental attributes and coincide with general chronological growth. The three earliest stages are sensori-motor, ages 0-2; symbolic thought, ages 2 to 4; and intuitive thought, ages 4 to 7. The two older stages are concrete operations, ages 7 to 12; and formal operations, ages 12 and older. These two require a more complex integration of objects, people and the surrounding world than do the first three stages. An additional assumption is that children need to become fairly proficient at each stage in order to be successful at the next older stage.

Piaget Applied to School Learning

The developmental order suggested by Piaget's stages can be applied to examine how well children are able to integrate and draw information from the various stages as they grow through them. Consider a child in a school setting. What are the abilities needed by that child in order to receive and share ideas and skills effectively? These abilities can be matched to Piaget's stages.

Piaget's School Success Ability Listings

Sensory-Motor

- Motor reflexes and actions
- Eye-hand coordination
- Means-ends relationships

- Manipulating, holding and/or moving things such as the body, a book, paper, a desk.
- Writing, drawing, designing
- Creating art
- Behaving in acceptable ways

Symbolic Thought

- Language
- Symbolic Play

- Listening--concept of words
- Speaking--language patterns
- Reading--concept of words in print
- Using number concepts
- Using musical concepts

Intuitive Thought

- Fusing ideas to create understanding
- Using one fact to explain another

- Explaining
- Asking questions
- Discussing
- Making decisions
- Interpreting behavior

Concrete Operations

- Grouping and relating objects
- Focusing on two aspects of a single thing at one time

- Using mathematical operations
- Using scientific ideas
- Manipulating concrete objects to form something new

Formal Operations

- Deductive reasoning
- Grouping and Relating ideas
- Consider the form of reasoning beyond its content
- Ideas of government and social behavior
- Mathematical reasoning
- Scientific hypothesizing
- Manipulating language or other symbolic systems
- Responding to form, color, use of space, use of sound

For the purposes of children preparing to enter a school/learning setting it is expected that children would be developing in the stage of "Intuitive Thought." Some of the older children may also be demonstrating characteristics of "Concrete Operations." We would expect to see, therefore, fairly well developed "Sensory-Motor" and "Symbolic Thought" behaviors. The Early Screening Program is built around these areas.

Piaget Stages	Early Screening Assessment Areas
Sensory Motor	Gross Motor - large muscles Visual Motor - eye/hand working together Visual Perception - seeing details Social Behavior
Symbolic Thought	Auditory Comprehension - hearing details Speech - pronunication Language - verbal ability
Intuitive Thought	General Knowledge Emotional Behavior
Concrete Operations	General Knowledge (grouping and relating objects)

In addition to the above areas the Early Screening Program also made assessment of General Health areas of vision, hearing, height and weight. These areas while not developmental in Piaget's terms can often affect the developmental growth needed to develop fully at each of the stages.

TABLE 1

SKILL AREAS OF THE EARLY SCREENING PROGRAM

Skills	Item No.	% of Total	Correlation with age
Gross Motor (19 questions)		17.7%	.77
Standing	1,2,3,4		
Hopping	5,6,7		
Walking	8,9,10,11		
Catching	12,13,14		
Throwing	15,16,17,18,19		
Visual Motor (20 questions)		18.6%	.85
Find Muscle Coordination	20,21,22,23 38,39		
Visual Motor Integration	24,25,26,27,28 29,30,31,32,33 34,35,36,37		
Auditory Comprehension (15 questions)		14%	.70
Discrimination	40,41,42,43,49		
Comprehension	44,45,46,47		
Beginning and Ending Sounds	8,50,51,52		
Sound Repetition	53,54		
Visual Perception (19 questions)		17.7%	.69
Shape Matching	55,56,57,58,59		
Picture Detail	60,61,62,63,64 65,66,67,68		
Word Detail	69,70,71,72,73		
General Knowledge (34 questions)		31.7%	.86
Basic Concepts	74,75,76,77 78,79,80,81		
Number Concepts	82,83,84,85 86,87,88		
Picture Vocabulary	89,90,91,92,93		
Picture Analogy	94,95,96,97 98,99,100		
Verbal Comprehension	101,102,103,104		

TABLE 1 (continued)

These areas do not necessarily improve with chronological maturity, and therefore, do not correlate with age.	
Social-Emotional	
Behavior with Others	1,7,8,10,12 13,15,20
Emotional Behavior	2,6,9,11,16,17
Physical Behavior	3,4,5,14,18,19
Speech/Language (Fluharty Preschool Speech and Language Screening Test)	
Identification and Articulation	
Language Comprehension	
Language Repetition	
Hearing	
Frequency - Audiometer	
Middle Ear Pressure - Impedance Meter	
Vision	
Acuity - Broken Wheel Test	
Muscle Imbalance	
Binocular	
Tracking	
Physical	
Height	
Weight	
General Conformation	

CHAPTER 2

ADMINISTERING AND SCORING THE EARLY SCREENING PROGRAM

The Early Screening Program has been developed in order to screen, with statistical confidence, the developmental growth and future potential school readiness of 3, 4, and 5 year old children. Conceptually organized parallel to Piaget's developmental stages, the screening is designed to screen the child's motor ability, perceptual ability, and communication ability. Chapters 5 and 6 will detail the development of the screening.

Part of developing a reliable screening requires that the same assessment practices and procedures be used each time the screening is administered. In this chapter instructions will be given for the administration and scoring of the Early Screening Program. These procedures need to be closely followed in order to assure accurate results.

Administration

The Early Screening Program is designed for children ages 3, 4, 5 years old. The screening is set into nine (9) child stations and two (2) parent stations. Procedures for setting up each of the stations is described in the front of each of the station booklets. The stations are:

Gross Motor
Visual Motor
Visual Perception
Auditory Comprehension
Language/Speech
General Knowledge
Hearing
Vision
Physical

The parent station is used to discuss the screening results. Procedures in the booklet should be followed. A receiving station/area is also needed to welcome parents and their children to the screening. The parent will be given a packet of materials. Two of the items are parent surveys that can be completed as the child is being screened. One is used for medical information, and one is the social-emotional scale.

Appendix A contains the reproducible blanks for the parent data packet.

A copy of the station booklets is provided with this manual. These booklets were printed by Miller Printing, 581 West Leffel Lane, P. O. Box 1666, Springfield, Ohio 45501; (513) 325-5503; contact person: Karen. Should you need the actual station booklets, please contact them for price estimates. If you have printing capabilities, you can use the copy provided as an original and produce your own sets. It is best to print them on fairly heavy card stock so that they will hold up for a number of years and so that printing from one side does not show through. If possible, laminate the pages before they are bound into booklets. After several screening uses, children's fingerprints cause smudge spots. Laminated pages alleviate this problem.

Space Considerations

Space is usually at a premium in areas where the screening is likely to be conducted (schools, churches, etc.). An ideal situation would be to have each station in a separate space. The following discusses minimum space requirements.

The Speech/Language station requires a separate room or as much quiet and isolation from other stations as is possible. Auditory comprehension also needs to be conducted in a separate room or very quiet location. The remaining stations should be separated visually as much as possible to eliminate distractions. Do not place any of the stations in the passageway between any of the other stations. Portable blackboards and bulletin boards can be used to provide visual barriers. A row of two or three small chairs should be provided for children to sit and wait if the next station is full.

Space also needs to be provided for the parents to wait for their children. They will either need tables or other appropriate surfaces on which to complete several forms. Parents do no generally arrive all at the same time; however, a short film or video tape on early childhood development could be provided for parents. The screening takes between 45 and 60 minutes for a single child to complete depending on the child's response to the screening situation.

Assessment Techniques

The children are brought to the station and introduced to the adult. Name tags on the children are helpful. The adult should greet the child by name and have them sit or otherwise get comfortable at the screening station. The questions in each of the station booklets are specific and should be followed as written. If the child asks for assistance with words or phrases, do not answer questions. Tell them just to do the best they can.

Very young children are sometimes reluctant to begin the screening. It is permissible for the parent to accompany the child in these situations. Child and parent could also be encouraged to return to the screening at a later date if the child virtually refuses to participate in the screening activities.

Some children may be reluctant to begin, but once started will complete the entire screening very well. For these children, begin by asking some very ordinary questions or discussing what they did today. As soon as you receive a freely-given response from the child you will probably be ready to begin the station screening. Questions such as "Was your brother awake this morning before you came?" or "Did you get some Easter eggs?" are appropriate. Questions requiring short answers seem to work better than questions needing an explanation. You are simply wanting the child to stop being concerned with the screening situation and to focus, instead, on what the adult is asking.

Techniques for Working with Distractible Youngsters

It is not uncommon for the children to be overly curious or overly shy, or to be overly concerned with the many events which are happening. Use these techniques to gain the child's attention:

1. Call the child by his or her first name in a calm, non-threatening tone of voice.
2. Touch the child on the hand or shoulder when you want the child to refocus attention.
3. Follow the instructions in the test booklets and point to test items when indicated.
4. Tell the child you want him or her to look at you.
5. When the child is looking elsewhere, make a comment such as, "That is interesting, isn't it, but now let's look at this."
6. Sometimes a child will indicate two or more answers when only one is correct. Say, "I need you to pick only one." If they select two again, it is an indication that they do not know the answer.
7. Do not alter the test administration in an effort to get the child's attention.

Answer Sheet

Important: The child's full name and exact month, day, and year of birth should be provided at the top of the answer sheet by the parent.

The answer sheet is printed on both sides for ease of use. The child will carry the answer sheet with him or her from station to station. Questions are grouped on the answer sheet by station. It is not important in what order the child goes to each station. Generally a child should not begin at the Gross Motor station since they are more self-conscious at the beginning. Half of one side of the answer sheet is available for comments dealing with the general manner in which the child responds to the screening situation. As the adult at a screening station notices certain behaviors, these can be casually noted in the space. Several statements are provided which can be checked, or a description may be added.

Items 1 to 107 are scored by circling either "0" if the question was not answered to the criteria provided in the station booklet, or "1" if it was answered to criteria. It is important to score exactly as the criteria indicates. A reproducible answer sheet is provided at the back of this manual in Appendix A.

Scoring

Correct answers are provided in this manual (Appendix D). Give credit for those which the child has answered correctly (a "1"). Count the correct answer for each of the sub-tests and write them on the answer sheet. Health, vision, hearing and speech language scores will be noted as either pass or fail. This data can then be compared to the appropriate age level norm table and transferred to the parent report form to discuss with the parent. The procedure for completing this assessment will be described in Chapter 4 of this manual.

CHAPTER 3

PREPARATION FOR SCREENING

Several activities need to be completed before the scheduled screening can begin. Decisions regarding time, date and location of the screening, promoting the screening activity, and identifying and training the adults will be discussed in this chapter.

Location

Locations for screening need to be very accessible for parents. There should be ample parking. If the district is large, you may wish to consider two sites to better cover your geographic area. The facility needs to be able to accommodate all the activity which will take place. There needs to be space for parents and children to be greeted and for parents to complete the necessary forms. A number of smaller spaces are ideal for the screening stations, or the ability to visually divide a large space into smaller areas. Two of the ares need to be as quiet as is possible. Space needs to be available for children to wait between stations. It is best if the children cannot see their parent during any of the screening activities. A private space also needs to be available for the parent station and an area where the children can color or play quietly while the parent is at the parent station.

	Areas Needed
These can be located near each other:	- Greeting and filling forms - Parent station - Child waiting area at end of screening - Scoring area (optional)
These should be located near each other:	- Speech/Language - quiet area - Auditory Comprehension - quite area - Vision - Hearing - Height and Weight - Visual Motor - Gross Motor - Visual Perception - General Knowledge

You may need more than one station of each if you anticipate large numbers of children. To estimate your greatest potential number, use the most recent kindergarten enrollment times 3 - - (3, 4, and 5 year olds). What percentage of this number come will depend on how responsive your community is to this concept.

Time

The screening needs to be scheduled such that parents and child can easily attend. Daytime hours from 9 to 3 with an hour off for lunch have been successful. Late afternoon and early evening hours should also be given consideration depending upon the characteristics of the community. Work with school parent groups to determine the best hours to hold the screening.

Date

We have always held our screening program on a single day in March. There is generally a need to provide an additional day or half day about mid-May and again in August prior to the start of the school year. We use the screening for LD pre-school placement, for an indication of kindergarten readiness, and to provide direction for kindergarten curriculum. The dates selected should serve the needs of the district while also providing parents with valuable information.

Promotional Acitivities

Effective advertising is critical for maximizing the number of youngsters served by the screening. Flyers describing what the screening could accomplish, as well as screening dates and location, were sent home with primary aged children in the district. We received most responses from this method. Our flyer, as a sample, is on page 25.

An article was also included in the district's newsletter which is delivered to every household in the district. Our article, as a sample, is on page 26.

Additional strategies could include:

Special mention, with flyers, at parent meetings
Flyers available at pediatrician and doctor's office
Posters in grocery stores or other natural community location
Radio, newspaper, or local cable television
Flyers distributed to day care centers (consider screening children at the day care center if one is available in your district. The actual screening is a bit easier since the children are accustomed to the surroundings. The parent survey and medical form will need to be sent home to be completed and the results can be returned to the day care center at a later date.)

Staff and Volunteers

Non-professional volunteers can be used to administer almost all the areas of the screening. The speech/language should be administered and scored by a speech therapist. The vision and hearing should be administered and scored by someone specifically and carefully trained with the instruments to be used. We have always used our two school nurses for these areas. Often a second speech therapist will do the hearing screening. All other subtests can be administered and scored by non-pfofessionals with the exception of scoring of the visual motor subtest. The copying component of this subtest should always be scored by a single professional. This insures reliable scoring data and is necessary due to the somewhat subjective scoring criteria. Experience has shown that school psychologists reliably score this test.

Desirable characteristics of non-professional volunteers include:

1. People who have or have had preschool children of their own or who have had experience working with them.

2. Warm, calm, non-threatening people

3. People who already volunteer their time in the primary grades are ideal candidates. They know how to work with young children and have some knowledge of assessment through daily observations of teachers working with children.

People needs for the screening (considering only one station for each area):

- Greeter to pass out packets, explain procedures, supply pens and answer questions. An elementary principal or assistant principal is goof for this role.
- Person to facilitate the movement of children from station to station. We have used an elementary guidance counselor in this area.
- Speech/Language Station - a speech therapist is needed.
- Hearing - this requires work with an audiometer and an impedance meter, if one is available. We have used a speech therapist or a school nurse for this station.
- Vision - this requires training with the broken wheel test. A local eye physican could provide the training to a volunteer. We use a school nurse for this station.
- General Health - this is a height and weight check and a review of the parent health survey. We use a school nurse for this station. A volunteer could do the height and weight and the parent survey attached for later reference.
- Visual Motor - this involves scoring fine muscle coordination, and visual motor integration. We use a school psychologist to administer and score this station.
- Gross Motor
- General Knowledge
- Auditory Comprehension/Visual Perception - These two could be done by one person since each is fairly quickly completed by children. They could also be set up as two different stations.
- Scorer - Someone needs to be able to compute the raw scores to the parent report sheet, checking raw scores to the appropriate norming tables. This will be child identifiable information of a confidential nature. A school counselor or administrator would be appropriate in this role. If you choose to compute these scores immediately to give to parents in the parent station, some provision needs to be made for copying the parent report form so that a copy can remain in the district's file.

- Parent Station - a person who can easily explain to parents what the screening information indicates and what it does not indicate. A knowledgeable teacher or administrator is best for this role. This is an opportunity for face-to-face public relations and open communication and will do much to set the tone for how these parents will respond to the district and its program in the future. Two parent stations are seriously recommended to avoid long waits for parents. Another possibility is to explain to parents what type of information they might expect to see on their child's profile, and to send it to them within the week. A very long wait at the parent station will not be beneficial.

- A person to attend to the children after they have completed screening while their parent is at the parent station.

Staff and Volunteer Training

Three hours is needed for a training session. Add half an hour if you want to begin with refreshments and allow for arrival time.

Agenda

First Half Hour -

Arrival, refreshments, name tags

Half an Hour

Introductions
Need for early intervention
Test item development
Statistical procedures
Review of scoring sheet
Review of questions and station format
Testing techniques

Forty-five Minutes

Break into small groups - 2 to 6 people per group. Each group will begin at one station, and will discuss the criteria of the items and review the procedures, then rotate to all other stations as a group. Spend about five minutes at each station.

or

Break into groups of 2. Each group begin at one station with one adult "screening" the other. Switch roles at every other station until all have been completed.

One Hour

You will need real children for this part. Recruit as many children as you plan to have groups. Each group will have one child and will conduct the screening for that child all the way through the process. Recruit older children for this since all the adults tend to over-power the children, and everyone is still learning.

Half an Hour - Whole Group

Review screening results
Review how information is transferred to parent reports
Parent station techniques
Discussion of follow-up procedures
Agency brochure and parent booklet.

Fifteen Minutes

Questions and Answers

Chapter 5 and 6 of this manual provide the information needed to conduct the training.

TABLE 2

SEQUENTIAL TIME LINE

1. Contact and survey area agencies.

2. Develop and print agency brochure - key to screening areas. Thank agencies and send them a copy. Send copies to any others who might be interested, or who could be reminded of the needs of young children.

3. Establish screening location(s).

4. Confirm date(s) and times for screening.

5. Develop and distribute flyer and other promotional activities.

6. Identify adults to conduct the screening.

7. Estimate number of children to be screened.

8. Print sufficient numbers of answer sheets, parent report sheets, explanation page, parent survey, parent permission, and data form.

9. Obtain copies of activity booklet--Balls Are For Catching. Put your district's name and address on the back and send copies to the local library, day care centers, maternity ward in the hospital, pediatrician's office. Send agency brochures, too

10. Recruit children to participate in the training.

11. Plan training activity - invite people, identify location, set agenda, etc.

12. Review all station booklets. Gather all materials needed to set up and conduct the screening. Keep these for use during the screening. Order Fluharty Answer Sheets.

(continued)

TABLE 2 (continued)

13. Conduct the training. Keep notes on all questions and concerns presented. These can be used to improve the procedures.

14. Send screening results to the parents of the children who helped with the training. Thank them for volunteering their child.

15. Prepare parent packets to include agency brochure, activity booklet, explanation page, release form, parent survey, data form, answer sheet, cover letter with a name and a phone number, and any other forms your district needs. Keep paper to a minimum as much as possible. Do not overwhelm parents.

16. Conduct screening.

17. Send thank you's to all the places and people who have helped.

18. Provide or send results to parents. Keep copies for district files.

19. Make note of exceptional children, and agency, if any, to which referred.

20. Make a frequency count of children's performance in each of the areas. Review with preschool and kindergarten staff. Consider implications for future instruction.

21. Note any ares of exceptionality for which there are no appropriate referral agencies. Share this information with people, councils, or boards who could improve the situation.

22. Evaluate everything you did and decide how to refine it for next year. Ask everyone involved to give you feedback.

23. Send a brief report to the Board of Education via the Superintendent. Thank them for their continued support of early childhood programs.

Sample Promotional Flyer

MAXIMIZING YOUR CHILD'S POTENTIAL

The Northeastern Local School District has long recognized the importance of early childhood education. The younger the child, the easier it is to either build on strengths or to work on needs. The district has developed a test to identify strengths and potential learning problems of three, four, and five year old youngsters. The screening is free and the results can be very beneficial for your child.

The screening will cover the following areas:

1. Vision and Hearing
2. Speech and Language
3. Height and Weight
4. Visual and Auditory Perception
5. Fine and Gross Motor Coordination
6. General Knowledge
7. Social Development

After the testing is completed, parents will be given:

1. Information showing how their child is developing in each of the areas listed in the screening section.
   The information will show strengths and needs of your child compared to others his/her age.

2. Community agencies and resources which are available to either build on existing strengths or to work on needs.

3. Games and activities which you can use with your child at home.

(Add date time, location, and contact person here)

Sample Promotional Article

DISTRICT NEWSLETTER

KINDERGARTEN REGISTRATION

All children entering kindergarten in the fall of 1986, or children entering first grade who did not attend kindergarten, are requested to register. Kindergarten children must be five years old and first graders must be six years old by September 30.

Northridge/West Side (all of Moorefield Township) will register on April 9 and 10 at Christ Lutheran Church, 1603 Moorefield Road, from 9:00 a.m. until 12:00 noon and 1:00 p.m. until 3:00 p.m. If possible, children whose last name begins with "A" through "K" should register on Wednesday and "L" through "Z" on Thursday.

South Vienna (all of Pleasant and Harmony Townships) will register on April 8 at South Vienna Church, 131 East Main Street, from 9:00 a.m. until 12:00 noon, and 1:00 p.m. until 3:00 p.m.

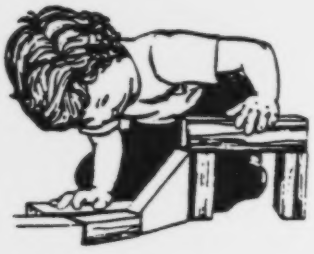
During registration, children will be screened to identify their strengths and weaknesses. Screening is done continuously during the above times and takes about an hour. Health nurses and school staff will be present to answer questions. A birth certificate, a copy of custody papers (if there are any), and the child are needed for the registration. The baby book (recording the child's speaking, crawling, and walking dates) is also good to bring.

PRESCHOOL SCREENING

Northeastern Local School District received a grant to develop a screening program for 3, 4, and 5-year-old children. The purpose of the program is to help parents identify the strengths and weaknesses of their preschool child. The screening includes vision, hearing, speech and language, large and fine movement, general knowledge, and social-emotional behavior. Parents will receive screening results as well as home activities to aid in their child's development.

The screening will be held on March 20, 1986, at the South Vienna Church, 131 East Main Street, South Vienna from 9:00 a.m. until 12:00 noon and 1:00 p.m. until 3:00 p.m.

We will use the same screening information to identify students for our preschool program. This class is for 3, 4, and 5-year-old children who may have difficulty in a school setting. The class prepares them to concentrate on school work and to work with other children. The class is part of the South Vienna school for children in Harmony and Pleasant townships.



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CHAPTER 4

USING SCREENING RESULTS

Screening is a process used to gather data about a child's probable ability. Keep in mind that this is only a screening. It is designed to provide fairly reliable information. However, it is not a complete or comprehensive assessment. As indicated in the station booklets and the parent explanation sheet, areas of exceptional behavior should be referred for further and more detailed assessments.

Once the raw scores are available, the information must be transferred to the parent reporting sheet so that meaningful follow-through can be provided.

Assessing the Data

The questions on the Early Screening Program are grouped according to the skill areas measured. They are grouped on the Answer Sheet to facilitate scoring. Obtain a raw score for each of the subtests on the front of the answer sheet by adding the correct answers, and from the parent survey using the key, Table 6, of this manual. The raw scores are next compared to the appropriate aged norming table which will translate the raw score to a T score. (The need for T scores is discussed in Chapter 6).

Plot the T score on the front of the graph at the appropriate points.

Age Level Norms are provided so that children are compared only to other children who would be entering school in the same class. October 1 through the following September 30 is used as the age groupings since these are the dates for school entry established in the Ohio Revised Code. Such a norming group permits a realistic comparison of those children, and places late summer and early fall birthday children in the appropriate group for future school success comparisons. These norming tables are provided on pages 29, 30, and 31 of this manual.

The Tables are:

Table 3: T-score conversion A -- the class who will enter kindergarten two years from now. These are generally 3 year olds.

Table 4: T-score conversion B -- the class who will enter kindergarten one year from now. These are generally 4 year olds.

Table 5: T-score conversion C -- the class who will enter kindergarten in the next immediate fall. These are generally 5 year olds.

The answer key to the Parent survey is provided in Table 6 on page 32 of this manual. The parent survey score is plotted on the social-emotional portion of the report form. Sixty (60) is the highest and 20 the lowest possible raw score on the survey.

Connect each of the plotted T-scores with a line to create a chart effect of the scores. This will aid interpretation of the data..

LE 3

T-Score Conversion A

children who will enter kindergarten two years from now
generally 3 year olds

GROSS MOTOR		VISUAL MOTOR		AUDITORY PERCEPTION		VISUAL PERCEPTION		GENERAL KNOWLEDGE	
Raw Score	T-Score	Raw Score	T-Score	Raw Score	T-Score	Raw Score	T-Score	Raw Score	T-Score
19	154	18	131	14	177	16	78	34	149
18	147	17	124	13	161	15	74	33	144
17	141	16	116	12	145	14	71	32	139
16	134	15	109	11	129	13	67	31	134
15	127	14	101	10	113	12	64	30	130
14	121	13	94	9	98	11	60	29	125
13	114	12	86	8	82	10	56	28	120
12	107	11	79	7	66	9	53	27	115
11	101	10	71	6	50	8	49	26	110
10	94	9	64	5	34	7	46	25	105
9	87	8	56	4	18	6	42	24	100
8	81	7	48	3	2	5	39	23	96
7	74	6	41	2	-13	4	35	22	91
6	67	5	33	1	-29	3	31	21	86
5	61	4	26	0	-45	2	28	20	81
4	54	3	18			1	24	19	76
3	47	2	11			0	21	18	71
2	41	1	3					17	67
1	34	0	-4					16	62
0	27							15	57
								14	52
								13	47
								12	42
								11	37
								10	33
								9	28
								8	23
								7	18
								6	13
								5	8
								4	3
								3	-1
								2	-6
								1	-11
								0	-16
Mean	Stan. Dev.								
3.40	50	7.20	50	6.00	50	8.20	50	13.60	50
1.50	10	1.33	10	0.63	10	2.79	10	2.06	10

TABLE 4

T-Score Conversion B
children who will enter kindergarten one year from now
generally 4 year olds

GROSS MOTOR		VISUAL MOTOR		AUDITORY PERCEPTION		VISUAL PERCEPTION		GENERAL KNOWLEDGE	
Raw Score	T-Score	Raw Score	T-Score	Raw Score	T-Score	Raw Score	T-Score	Raw Score	T-Score
19	80	18	71	14	75	16	72	34	75
18	77	17	69	13	70	15	67	33	72
17	74	16	66	12	65	14	63	32	70
16	71	15	63	11	61	13	59	31	68
15	67	14	61	10	56	12	54	30	66
14	64	13	58	9	52	11	50	29	63
13	61	12	56	8	47	10	46	28	61
12	58	11	53	7	43	9	41	27	59
11	55	10	50	6	38	8	37	26	57
10	52	9	48	5	34	7	33	25	54
9	49	8	45	4	29	6	28	24	52
8	46	7	43	3	24	5	24	23	50
7	43	6	40	2	20	4	20	22	48
6	39	5	37	1	15	3	15	21	46
5	36	4	35	0	11	2	11	20	43
4	33	3	32			1	7	19	41
3	30	2	30			0	2	18	39
2	27	1	27					17	37
1	24	0	24					16	34
0	21							15	32
								14	30
								13	28
								12	25
								11	23
								10	21
								9	19
								8	16
								7	14
								6	12
								5	10
								4	7
								3	5
								2	3
								1	1
								0	-2
Mean	Stan. Dev.								
9.39	50	9.83	50	8.61	50	11.00	50	23.00	50
3.22	10	3.85	10	2.19	10	2.31	10	4.46	10

T-Score Conversion C
children who will enter kindergarten in the fall
generally 5 year olds

GROSS MOTOR		VISUAL MOTOR		AUDITORY PERCEPTION		VISUAL PERCEPTION		GENERAL KNOWLEDGE	
Raw Score	T-Score	Raw Score	T-Score	Raw Score	T-Score	Raw Score	T-Score	Raw Score	T-Score
19	66	18	61	14	68	16	66	34	67
18	64	17	56	13	63	15	61	33	64
17	61	16	50	12	58	14	57	32	61
16	59	15	45	11	52	13	52	31	58
15	56	14	40	10	47	12	48	30	55
14	54	13	35	9	42	11	43	29	52
13	51	12	29	8	37	10	39	28	49
12	49	11	24	7	32	9	35	27	46
11	46	10	19	6	26	8	30	26	42
10	44	9	13	5	21	7	26	25	39
9	41	8	8	4	16	6	21	24	36
8	39	7	3	3	11	5	17	23	33
7	36	6	-3	2	5	4	12	22	30
6	34	5	-8	1	0	3	8	21	27
5	32	4	-13	0	-5	2	3	20	24
4	29	3	-19			1	-1	19	21
3	27	2	-24			0	-6	18	18
2	24	1	-29					17	15
1	22	0	-35					16	12
0	19							15	9
								14	6
								13	3
								12	0
								11	-4
								10	-7
								9	-10
								8	-13
								7	-16
								6	-19
								5	-22
								4	-25
								3	-28
								2	-31
								1	-34
								0	-37
Mean	Stan. Dev.								
12.45	50	15.91	50	10.55	50	12.45	50	28.45	50
4.03	10	1.88	10	1.92	10	2.23	10	3.26	10

TABLE 6

Raw Score and T-Score Conversion
for Parent Survey--Social-Emotional Score

As part of the early childhood screening we need to find out how your child gets along with people. Please mark an X on the best answer for each of the following questions.

		Often	Sometimes	Rarely
1.	How often does your child talk when with others?	(3)	(2)	(1)
2.	Is your child a happy child?	(3)	(2)	(1)
3.	Does your child go to the toilet alone?	(3)	(2)	(1)
4.	Does your child have temper tantrums?	(1)	(2)	(3)
5.	Does your child cry too much?	(1)	(2)	(3)
6.	Does your child act strange?	(1)	(2)	(3)
7.	Does your child help around the house (willing to help with household chores)?	(3)	(2)	(1)
8.	Does your child argue with adults?	(1)	(2)	(3)
9.	Does your child express emotions?	(3)	(2)	(1)
10.	Does your child become upset when you leave him/her with a babysitter or friend?	(1)	(2)	(3)
11.	Can your child show affection?	(3)	(2)	(1)
12.	Does your child get into fights with other children?	(1)	(2)	(3)
13.	Does your child have a best friend?	(3)	(2)	(1)
14.	Is your child cruel to animals?	(1)	(2)	(3)
15.	Does your child show sympathy to others?	(3)	(2)	(1)
16.	Does your child lie?	(1)	(2)	(3)
17.	Does your child use words to describe emotions?	(3)	(2)	(1)
18.	Does your child wet the bed?	(1)	(2)	(3)
19.	Does your child get dressed and undressed by him/herself?	(3)	(2)	(1)
20.	Does your child share with other children?	(3)	(2)	(1)

Compute raw score from answered questions with values as above. Add 10 to raw score to convert to T-score chart.

TABLE 7

Speech-Language age cut-off scores

FLUHARTY

PRESCHOOL SPEECH AND LANGUAGE SCREENING TEST

Total Scores

Indicate the number of correct responses for each area in the boxes provided.

Age	Identification Total		Articulation Score		Comprehension Total		Repetition Total	
	cut-off score	child's score	cut-off score	child's score	cut-off score	child's score	cut-off score	child's score
2 years	9		18		4		3	
3 years	11		19		6		4	
4 years	12		21		7		6	
5 years	13		25		8		7	
6 years	14		26		8		8	

On the back of the report form transfer the Speech/Language, vision, and hearing data. The Fluharty Screening provides age leveled cut-off scores on its answer sheet. It is also available on Table 7, page 33 of this manual. Plot the height and weight of the child on the graph provided.

Make a copy of the T-score side of the parent report for the district files. The file should have: the answer sheet, T-score side of the parent report, the data sheet, parent survey, permission to screen form, paper copies of the middle-ear pressure report if this is available, and possibly a visual-motor sample.

A cover letter, the screening explanation sheet, and the completed report form should be discussed with the parent either at the parent station or in a follow-up mailing. Appendix B contains the reproducible blanks for the parent reporting packet.

Parent Station

The parent station is an opportunity to discuss the child's strengths and/or weaknesses with the parent. Prior to the actual screening date, the person responsible for this station should become very familiar with the information provided on the Screening Explanation Sheet (Appendix B, pages 69-76); and also carefully review the station booklets to understand the sorts of tasks to which the child had been responding.

Follow the procedures outlined in the parent station booklet.

Procedure

1. Give a general description of screening areas. Mention this is a quick sampling of what skills their child is developing.

2. Summarize test results and point out child's strengths and/or weaknesses. Show parent area of explanation sheet that best describes the child. (Check mark).

3. Indicate sections of the activity booklet that provide some examples of home activities.

4. If needed, indicate some of the agencies that might be of help to the parent.

5. If further testing by the local school district, county psychologist, or speech therapist is needed, have the parent sign the appropriate forms and schedule an appointment.

6. Thank the parent for participating in the screening and encourage him or her to bring the child back next year.

Publications

Two publications are provided to parents at the parent station. These are intended to encourage follow-through on screening results. Copies of the brochures are provided with this manual.

Agency Brochure

The agency brochure lists area agencies that can provide services and/or programs for three, four, and five-year-old children.

To develop a similar brochure for your area, begin with the "Social Service Organizations" heading in the yellow pages of the telephone directory. Call each agency listed, explain what you are doing, ask if they are aware of other agencies, and follow up the phone call with a written survey. Continue this process until you are fairly certain all agencies have been contacted. Other excellent sources to contact are the area school psychologists, speech therapists, school district pupil services staff, and school guidance counselors. An agency letter and sample survey are provided in Appendix C of this manual.

After the information has been gathered, write a brief description of each agency. Key each agency to the areas identified in the screening. This process will help parents make decisions about possible referral sites.

The brochure can be set up in any format. The copy provided is on standard 8-1/2 x 11" paper to facilitate future printing on district printing equipment. Some clip art has been added to improve the visual appeal of the brochure.

When your brochure is ready, be sure to send a thank-you and a copy of the brochure to each of the agencies included. Copies could also be sent to any others whom you feel would be interested.

Home-Activity Booklet

The home-activity booklet identifies activities parents can do at home with their child. It is indexed to the areas noted in the screening.

The copy enclosed is printed on standard 8-1/2 x 11" paper. You may use the copy enclosed and print your own locally in a sufficient quantity to meet your needs. Add your district's name, address, and phone number to the back of the booklet.

The booklet was printed by Mad Hungarian Printers, 905 High Street, Worthington, Ohio 43085 (614) 436-8215. Contact person is Nancy. (She also did the excellent art work.) You may also wish to contact her for a cost estimate.

When your booklet is available, send copies to your local library. Let the library staff know what you are doing. Point out the bibliography included in the booklet. This might encourage librarians to reevaluate their early childhood materials and create a new bibliography of their materials in this area.

District Follow-up

1. Make a note of each exceptional child and the agency, if any, to which the child was referred. If in-district assessment is available, set up an appointment.

2. Make a frequency count of children's performance in each of the areas, within five point intervals. Review this data with preschool and kindergarten staff. This will be valuable data for curricular and instructional planning.

3. Note any areas of exceptionality for which there are no appropriate referral agencies or programs. Share this information with people, councils, or boards wh uld improve the situation.

4. Evaluate everything you did and decide how to refine it for the next year. Ask everyone--parents, teachers, adult volunteers, secretaries, the treasurer, building administrators, the custodian--to provide feedback for consideration.

5. Send a brief report to the Board of Education via the Superintendent. Send copies to any other appropriate administrators or staff. Thank them for their continued support of early childhood programs.

CHAPTER 5

DESIGNING TESTS

Data collection through testing is a way to try to create concrete information about an imprecise quantity. The resulting statistics are close, but never perfect reflections of what students do and do not know. The more precisely and consistently data can be observed and gathered, the more likely it is that the information will be close to an accurate accounting of student ability. There is always a measurement of error in testing. The more care and statistical support there is for the test construction process, the greater the confidence that can be given to the test score. Testing, and the information which can be obtained from tests, provide the evidence needed to make educational decisions.

Test Criteria

The American Psychological Association sets standards for educational and psychological tests. They require that a rather detailed manual accompany tests to "provide the information necessary for a test user to decide whether the consistency, relevance, or standardization of a test makes it suitable for his purpose" (American Psychological Association, 1974, p. 5). They recommend that manuals contain:

- information on norms, and the norming population.
- information on the validity and reliability of the test.
- a description of the test item and standardization process.
- clear directions for administering and scoring the test.
- information to help users make correct interpretations of the test results.

Developing A Table of Specifications

Assessment design begins with the "Table of Specifications" for the area to be assessed. A table of specifications lists the areas that the program is designed to assess. The table can be drawn from documented sources such as curriculum guides, or college textbooks, assessment instruments, teacher input and other recognized sources. After a preliminary list of possible assessment areas is gathered from all appropriate sources, they are summarized and synthesized into a draft, which is reviewed by a representative sample of "experts" in the area, and refined until it is agreed that the table of specifications is an accurate reflection of the assessment program's goals.

Assessment items, or performance measures, may then be written for the areas identified on the table of specifications. Such a procedure contributes to the content validity of the assessment tool. Content validity is the systematic examination of the assessment content to determine whether it covers a representative sample of the behaviors to be assessed.

Constructing Test Questions

How questions are presented is critical to the manner in which students respond to them. Students should answer correctly, or miss an item for the right reason, so that the way the student responds to the questions reveals something about the student's ability. The following are appropriate guidelines for test item construction.

1. Items pertaining to a general area should be kept together and sequenced from the most basic to the most complex. This contributes to the overall logic of the test.

2. The format of individual items should be as clear as possible. For example, items should have short explanations, illustrations should be clear and uncomplicated. Items should be constructed to focus the student's attention on limited and related information so that the question is answered correctly or missed for the right reason.

3. Items should be presented in a straightforward manner in order to avoid minor discrepancies that cause the question to be answered one way or another for the wrong reason.

4. The assessment should be long enough to cover the topics well, but not so long as to tire the student. An approximate 50-minute testing time was expected.

5. All items were to be in a pass/fail format in order to facilitate normative data and reportable scores; therefore, specific criteria was needed.

6. An assumption was made that higher ability children would be able to pass items which were developed for older children, so that a high ceiling and a low base line were needed to accommodate the range of expected performance of 3, 4, and 5 year old children.

CHAPTER 6

EARLY SCREENING PROGRAM: METHODOLOGY

The Early Screening Program is designed to assess a child's developmental growth and possible school readiness. It is a standardized, norm-referenced assessment; statistical procedures were followed during its development. The details of the development of the Early Screening Program will be reviewed here in some detail.

To ensure reliability, the test was developed to assure content validity, to conduct item analysis, and to analyze internal consistency.

Test-Item Development

Chapter 1 compares the relationship of the screening areas to developmental growth and to school-readiness factors. Sample assessment items with age-level indicators were developed after reviewing the sources listed in the bibliography. These sources represent a variety of early childhood assessment instruments, each of which focuses on different areas. Additionally, the staff was familiar with standard individual achievement and personality assessment instruments. Sample assessment items, with probable age-level indicators, were gathered to match all areas noted in the Table of Specifications (Table 1). These items were reviewed and modified to meet screening-item construction criteria. They were then placed in age-level order for the first pilot of the screening to verify the child's ability level.

The content validity of these items was critiqued by 24 persons, who were members of the project advisory committee, district elementary administrators, and district kindergarten staff. After receiving the Table of Specifications and sample items, each person was asked to critique the instrument in terms of (1) appropriateness of the Table of Specifications; (2) appropriateness of individual assessment items for testing the objective they purport to test; and (3) appropriateness of test-item construction. Critiques were considered in the test-item revisions.

Pilot items were also used in the district's March pre-school screening. Thirty-five (35) children were screened. After screening a discrimination index, a difficulty index, internal consistency, and a correlation coefficient were computed for each item, and for each subtest in the total assessment instrument. Consideration of these results along with the expert's critiques were used to modify the pilot instrument questions.

Items were altered or eliminated after several factors were considered, before items were used on the final instrument. Ideally, items should not be so easy that everyone answers it correctly or so difficult that no one answers it correctly. A difficulty index of between .3 and .7 would be ideal. For very young children, however, several very easy questions at the beginning or after a series of very difficult questions can help to restore their confidence. This was a factor in this test construction.

In the final instrument, items were reordered so that clusters could be formed of the given skill areas. Within these clusters, questions are leveled from lowest to highest developmental level. We used the difficulty index score for this determination.

We were also concerned that the highest possible question and the lowest possible question were far enough apart to be able to provide us scores which would or could spread out from at least age 2 to at least age 6.5. A sufficient number of questions at each level was also needed to contribute to a reliable distribution of scores.

Statistical Procedure

Age Correlation was an important factor. We believe that as children grow older they should become more proficient with these items. Therefore, there should be a high and positive correlatioin with age. Single item correlation will be less than for the cluster and cluster correlation will be less than for each of the total substests. A correlation of .7 or above was the goal.

Using a Visual Motor printout on page 44 as a model: note that six (6) questions form the fine muscle coordination cluster. It correlates .64 with age and that cluster correlates .84 with the total visual motor test. The visual-motor integration cluster correlates .85 with age and .96 with the total test. The total Visual Motor test correlates .85 with age. This indicates that the visual motor subtest does discriminate ability with respect to age.

Several individual items on the subtest are weak when correlated with age. Number 20, for example, shows only a .19. Number 24 shows ERR. This indicates that everyone answered correctly (the same would result if all answered incorrectly, too). This indicates there is no correlation with age for that item. However, all questions, when considered together, do correlate with age .85. Therefore, this subtest does meet the criteria and does spread out children's scores according to developmental ability.

Tables 8 through 14 are the final item/correlation printouts for each of the subtests. The final correlations are in appropriate ranges, .69 to .86. Correlations to subtests are reported on Table 1. Therefore, we can say, with statistical confidence, that the Early Screening Program will be an effective screening tool for 3, 4, and 5 year old children for the factors indicated.

T Scores

Each of the subtests has a different number of items. Auditory Comprehension has the fewest with 14 and General Knowledge has 34. Suppose, for a moment, that a child scored in exactly the middle for his age on the subtests. If the raw scores were plotted on a frequency graph, the result would look like Example A on page 45. At first examination it appears that the child is far better in General Knowledge than in Visual-Motor, when in fact, the child's performance is very even. The discrepancy comes from the number of items in the subtests, not from the child's performance. (Copy continued on page 53).

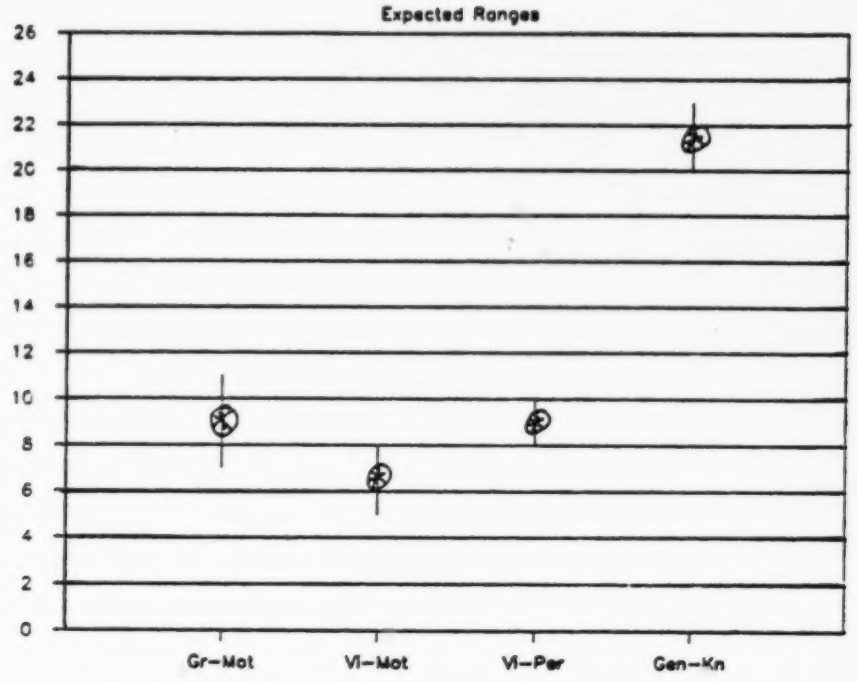
STATISTICAL PROCEDURES CONSIDERATIONS

VISUAL - MOTOR

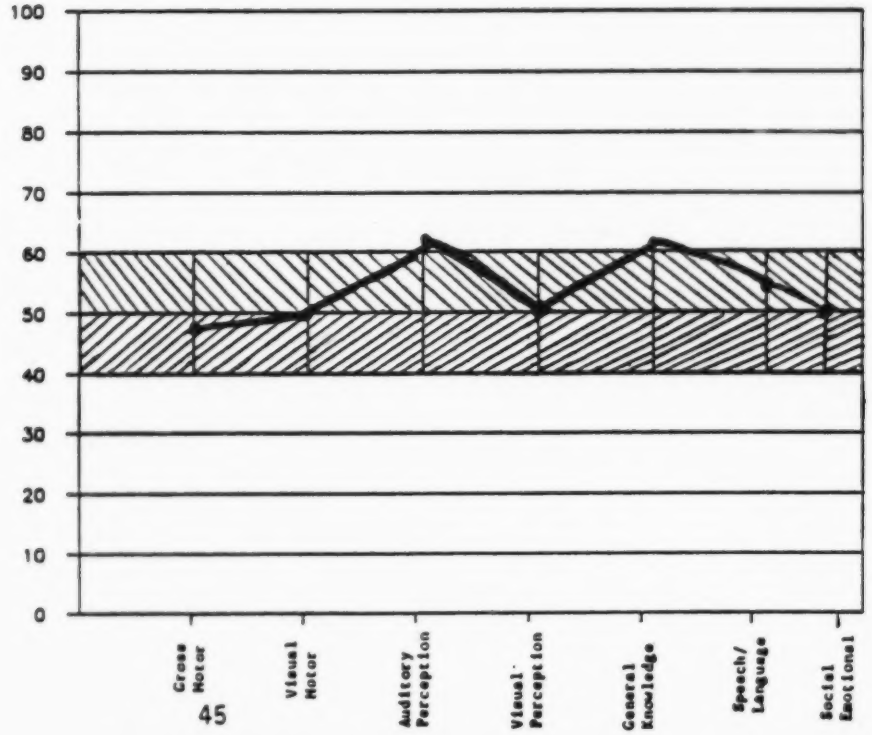
Test Date 06-May-86										Fine-Muscle													Visual-Motor	SUBTEST
Birthdate	Age	Yr.	Class	20	21	22	23	36	37	Coordination	24	25	26	27	28	29	30	31	32	33	34	35	Integration	TOTAL
30-Aug-80	5.68	6	85	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	1	1	12	18
05-Sep-80	5.67	6	85	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	0	1	1	1	11	17
31-Oct-80	5.52	6	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	0	1	1	1	11	17
06-Nov-80	5.50	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	1	1	12	18
16-Feb-81	5.22	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	1	1	12	18
26-Mar-81	5.12	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	0	0	1	0	0	8	14
31-Mar-81	5.10	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	0	1	0	1	1	1	10	16
06-Apr-81	5.08	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	1	1	12	18
30-Jul-81	4.77	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	0	1	0	0	0	1	8	14
06-Aug-81	4.75	5	86	1	1	1	1	1	1	6	1	1	1	1	0	1	1	1	1	1	0	0	9	15
07-Aug-81	4.75	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	0	1	11	17
09-Aug-81	4.74	5	86	1	0	0	0	1	1	3	1	1	1	1	1	1	1	1	0	0	0	1	9	12
16-Aug-81	4.72	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	0	0	10	16
02-Oct-81	4.59	5	87	1	1	1	1	1	1	6	1	1	1	1	1	0	0	0	0	0	0	0	5	11
20-Oct-81	4.55	5	87	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	1	1	12	18
25-Oct-81	4.53	5	87	1	1	1	1	0	0	4	1	1	1	1	1	1	1	1	0	0	0	0	8	12
10-Nov-81	4.49	4	87	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	0	0	1	11	17
16-Nov-81	4.47	4	87	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	0	0	1	0	9	15
25-Jan-82	4.28	4	87	1	1	0	0	0	0	2	1	1	1	0	0	0	0	0	0	0	0	0	3	5
06-Feb-82	4.25	4	87	1	1	1	1	0	0	4	1	1	1	1	1	1	1	0	0	0	0	0	7	11
03-Mar-82	4.18	4	87	1	1	1	1	1	1	6	1	1	1	1	1	1	0	0	0	0	0	0	5	11
06-Mar-82	4.17	4	87	1	1	1	1	1	1	6	1	1	1	1	1	0	0	0	0	0	0	0	4	10
27-Mar-82	4.11	4	87	1	1	0	0	1	1	4	1	1	1	1	0	1	1	1	0	0	0	0	7	11
24-Apr-82	4.04	4	87	1	1	1	1	1	1	6	1	1	1	1	0	0	0	0	0	0	0	0	4	10
30-Apr-82	4.02	4	87	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	5	5
09-Jun-82	3.91	4	87	1	1	0	0	1	1	4	1	1	1	1	0	0	0	0	0	0	0	0	4	8
20-Jun-82	3.98	4	87	1	1	0	0	1	1	4	1	1	1	1	1	0	0	0	0	0	0	0	5	9
16-Jul-82	3.81	4	87	1	1	0	0	0	0	2	1	1	1	1	0	0	0	0	0	0	0	0	4	6
22-Sep-82	3.62	4	87	0	0	0	0	1	1	2	1	1	1	1	0	0	0	0	0	0	0	0	4	6
29-Sep-82	3.60	4	87	1	0	0	0	1	1	3	1	1	1	1	0	0	0	0	0	0	0	0	4	7
29-Sep-82	3.60	4	87	1	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	4	5
01-Nov-82	3.51	4	88	1	0	0	0	1	1	3	1	1	0	0	0	0	0	0	0	0	0	0	2	5
01-Dec-82	3.43	3	88	1	1	0	0	1	1	4	1	1	1	1	0	0	0	0	0	0	0	0	4	8
14-Dec-82	3.39	3	88	1	1	0	0	1	1	4	1	1	0	0	1	0	0	0	0	0	0	0	3	7
01-Mar-83	3.18	3	88	1	0	0	0	1	1	3	1	1	1	1	0	0	0	0	0	0	0	0	4	7
15-Mar-83	3.15	3	88	1	1	0	0	1	1	4	1	1	1	1	1	0	0	0	0	0	0	0	5	9
	4.37		Average	0.94	0.81	0.58	0.58	0.83	0.83	4.58	1.00	1.00	0.94	0.92	0.64	0.53	0.47	0.44	0.25	0.39	0.22	0.36	7.17	11.75
	0.70		Std. Dev.	0.23	0.40	0.49	0.49	0.37	0.37	1.71	0.00	0.00	0.23	0.28	0.48	0.50	0.50	0.50	0.43	0.49	0.42	0.48	3.24	4.64
	1.00		r with age	0.19	0.43	0.75	0.75	0.19	0.19	0.64	ERR	ERR	0.32	0.28	0.56	0.79	0.70	0.74	0.50	0.77	0.70	0.72	0.85	0.85
			r with Cluster	0.51	0.70	0.85	0.85	0.63	0.63	1.00	ERR	ERR	0.35	0.42	0.64	0.91	0.84	0.87	0.72	0.87	0.71	0.83	1.00	
			r with SUBTEST	0.33	0.55	0.82	0.82	0.44	0.44	0.84	ERR	ERR	0.31	0.40	0.63	0.87	0.79	0.81	0.70	0.87	0.68	0.79	0.96	1.00

T-SCORE RATIONALE

EXAMPLE A



EXAMPLE B



GROSS-MOTOR SKILLS

Test Date
06-May-86

Birthdate	Age	Yr.	Class	1	2	3	4	Static Balance	5	6	7	Dynamic Balance	8	9	10	11	Bilateral Movement	12	13	14	Hand-Eye Coordination	15	16	17	18	19	Propulsion	SUBTEST TOTAL
30-Aug-80	5.68	6	85	1	0	0	0	1	1	1	1	3	1	1	1	1	4	1	1	1	3	1	1	1	1	1	5	16
05-Sep-80	5.67	6	85	1	1	0	0	2	1	1	0	2	1	0	0	0	1	1	1	1	2	1	1	1	1	0	4	11
31-Oct-80	5.52	6	86	1	1	1	1	4	1	1	1	3	1	1	1	1	4	1	1	1	3	1	1	1	1	1	5	19
06-Nov-80	5.50	5	86	1	1	1	1	4	1	1	1	3	1	0	1	1	3	1	1	0	2	1	1	1	1	1	5	17
16-Feb-81	5.22	5	86	1	0	0	1	2	1	1	1	3	1	0	1	0	2	1	1	1	3	3	1	1	0	0	2	12
26-Mar-81	5.12	5	86	1	1	0	0	2	1	1	1	3	1	0	1	0	2	0	1	0	0	1	1	1	1	1	5	13
31-Mar-81	5.10	5	86	1	1	0	1	3	1	1	1	3	1	1	1	1	4	1	1	0	2	1	1	1	1	1	5	17
06-Apr-81	5.08	5	86	1	1	0	0	2	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	1	1	1	5	8
30-Jul-81	4.77	5	86	1	1	0	0	2	1	1	0	2	1	0	1	0	2	1	1	0	2	1	1	1	1	0	4	12
06-Aug-81	4.75	5	86	1	0	0	0	1	0	0	0	0	1	0	1	0	2	1	0	0	1	1	1	0	0	0	2	6
07-Aug-81	4.75	5	86	1	1	0	0	2	1	1	0	2	1	0	1	0	2	0	0	0	0	1	1	1	1	0	4	10
09-Aug-81	4.74	5	86	1	1	0	1	3	1	1	0	2	1	1	0	1	2	1	1	1	3	1	1	1	1	1	5	15
16-Aug-81	4.72	5	86	1	0	0	0	1	1	1	0	2	1	0	1	0	2	0	0	0	0	1	1	1	0	0	3	8
02-Oct-81	4.59	5	87	1	0	0	0	1	0	0	0	0	1	0	1	1	3	1	0	0	1	1	1	1	0	0	3	8
20-Oct-81	4.55	5	87	1	1	0	1	3	1	1	0	2	1	0	1	0	2	1	1	1	3	1	1	1	1	1	5	15
25-Oct-81	4.53	5	87	1	1	0	1	3	1	1	0	2	1	0	1	0	2	1	0	0	1	1	1	1	0	0	3	11
10-Nov-81	4.49	4	87	1	1	1	1	4	1	1	1	3	1	0	0	0	1	1	1	0	2	1	1	1	1	0	4	14
16-Nov-81	4.47	4	87	1	0	0	0	1	0	0	0	0	1	0	1	1	3	0	1	0	1	1	1	1	1	0	4	9
25-Jan-82	4.28	4	87	1	1	0	0	2	1	1	1	3	1	0	1	1	3	1	1	0	2	1	1	1	0	0	3	13
06-Feb-82	4.25	4	87	1	1	0	1	3	1	1	1	3	1	0	1	1	3	3	0	1	0	1	1	1	0	0	3	13
03-Mar-82	4.18	4	87	1	0	0	0	1	1	1	0	2	1	0	1	0	2	0	1	0	1	1	1	0	0	0	2	8
06-Mar-82	4.17	4	87	1	0	0	0	1	1	1	1	3	1	0	1	0	2	1	1	0	2	1	0	0	0	0	1	9
27-Mar-82	4.11	4	87	1	1	1	0	3	1	1	1	3	1	1	1	0	3	0	0	0	0	1	0	0	0	0	1	10
24-Apr-82	4.04	4	87	1	0	0	0	1	1	0	0	1	0	0	1	0	1	0	1	0	1	1	1	1	1	0	4	8
30-Apr-82	4.02	4	87	1	1	0	1	3	1	1	0	2	1	0	0	1	2	0	1	0	1	1	1	0	0	0	2	10
09-Jun-82	3.91	4	87	1	1	0	0	2	1	1	0	2	1	0	1	0	2	0	1	1	2	1	1	0	0	0	2	10
20-Jun-82	3.98	4	87	1	0	0	0	1	1	0	0	1	1	0	0	0	1	0	0	0	0	1	1	1	1	1	5	8
16-Jul-82	3.81	4	87	1	1	1	1	4	1	0	0	1	1	0	1	0	2	0	0	0	0	1	1	1	0	0	3	10
22-Sep-82	3.62	4	87	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
29-Sep-82	3.60	4	87	1	1	0	0	2	1	0	0	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	5
29-Sep-82	3.60	4	87	1	0	0	0	1	1	1	0	2	1	0	0	1	2	0	0	0	0	1	1	0	0	0	2	7
01-Nov-82	3.51	4	88	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	2
01-Dec-82	3.43	3	88	1	0	0	0	1	0	0	0	0	1	1	1	1	4	0	0	0	0	1	0	0	0	0	1	6
14-Dec-82	3.39	3	88	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2
01-Mar-83	3.18	3	88	0	0	0	0	0	1	1	0	2	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	4
15-Mar-83	3.15	3	88	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	3
			Max possible total	36	36	36	36	144	36	36	36	108	36	36	36	36	144	36	36	36	108	36	36	36	36	36	180	684
			Actual total	34	19	5	11	69	27	23	11	61	33	5	24	11	73	15	20	6	41	34	27	21	15	9	106	350
Difficulty as % of Max possible tot				94%	53%	14%	31%	48%	75%	64%	31%	56%	92%	14%	67%	31%	51%	42%	56%	17%	38%	94%	75%	58%	42%	25%	59%	51%
	4.37		Average	0.94	0.53	0.14	0.31	1.92	0.75	0.64	0.31	1.69	0.92	0.14	0.67	0.31	2.03	0.42	0.56	0.17	1.14	0.94	0.75	0.58	0.42	0.25	2.94	9.72
	0.70		Std. Dev.	0.23	0.50	0.35	0.46	1.11	0.43	0.48	0.46	1.15	0.28	0.35	0.47	0.46	1.04	0.49	0.50	0.37	1.06	0.23	0.43	0.49	0.49	0.43	1.61	4.41
36 Cases																												
	1.00		r with age	0.36	0.38	0.18	0.31	0.43	0.31	0.46	0.49	0.49	0.30	0.23	0.44	0.20	0.45	0.64	0.45	0.36	0.64	0.30	0.66	0.62	0.63	0.53	0.74	0.77
			r with Cluster	0.42	0.83	0.68	0.81	1.00	0.85	0.91	0.75	1.00	0.49	0.68	0.70	0.74	1.00	0.79	0.80	0.72	1.00	0.44	0.77	0.88	0.87	0.73	1.00	
			r with SUBTEST	0.37	0.61	0.39	0.63	0.73	0.62	0.66	0.63	0.76	0.41	0.35	0.56	0.38	0.65	0.63	0.62	0.48	0.75	0.45	0.66	0.65	0.59	0.59	0.78	1.00

VISUAL - MOTOR

Test Date
06-May-86

Birthdate	Age	Yr.	Class	20	21	22	23	36	37	Fine-Muscle Coordination	24	25	26	27	28	29	30	31	32	33	34	35	Visual-Motor Integration	TOTAL
30-Aug-80	5.68	6	85	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	1	1	12	18
05-Sep-80	5.67	6	85	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	0	1	1	1	11	17
31-Oct-80	5.52	6	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	0	1	1	1	11	17
06-Nov-80	5.50	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	1	1	12	18
16-Feb-81	5.22	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	1	1	12	18
26-Mar-81	5.12	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	0	0	1	0	0	8	14
31-Mar-81	5.10	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	0	1	0	1	1	1	10	16
06-Apr-81	5.08	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	1	1	12	18
30-Jul-81	4.77	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	0	1	0	0	0	1	8	14
06-Aug-81	4.75	5	86	1	1	1	1	1	1	6	1	1	1	1	0	1	1	1	1	1	0	0	9	15
07-Aug-81	4.75	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	0	1	11	17
09-Aug-81	4.74	5	86	1	0	0	0	1	1	3	1	1	1	1	1	1	1	1	0	0	0	1	9	12
16-Aug-81	4.72	5	86	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	0	0	10	16
02-Oct-81	4.59	5	87	1	1	1	1	1	1	6	1	1	1	1	1	0	0	0	0	0	0	0	5	11
20-Oct-81	4.55	5	87	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	1	1	12	18
25-Oct-81	4.53	5	87	1	1	1	1	0	0	4	1	1	1	1	1	1	1	1	0	0	0	0	8	12
10-Nov-81	4.49	4	87	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	0	1	11	17
16-Nov-81	4.47	4	87	1	1	1	1	1	1	6	1	1	1	1	1	1	1	0	0	1	0	1	9	15
25-Jan-82	4.28	4	87	1	1	0	0	0	0	2	1	1	1	0	0	0	0	0	0	0	0	0	3	5
06-Feb-82	4.25	4	87	1	1	1	1	0	0	4	1	1	1	1	1	1	1	0	0	0	0	0	7	11
03-Mar-82	4.18	4	87	1	1	1	1	1	1	6	1	1	1	1	1	0	0	0	0	0	0	0	5	11
06-Mar-82	4.17	4	87	1	1	1	1	1	1	6	1	1	1	1	0	0	0	0	0	0	0	0	4	10
27-Mar-82	4.11	4	87	1	1	0	0	1	1	4	1	1	1	1	0	1	1	1	0	0	0	0	7	11
24-Apr-82	4.04	4	87	1	1	1	1	1	1	6	1	1	1	1	0	0	0	0	0	0	0	0	4	10
30-Apr-82	4.02	4	87	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	5	5
09-Jun-82	3.91	4	87	1	1	0	0	1	1	4	1	1	1	1	0	0	0	0	0	0	0	0	4	8
20-Jun-82	3.98	4	87	1	1	0	0	1	1	4	1	1	1	1	1	0	0	0	0	0	0	0	5	9
16-Jul-82	3.81	4	87	1	1	0	0	0	0	2	1	1	1	1	0	0	0	0	0	0	0	0	4	6
22-Sep-82	3.62	4	87	0	0	0	0	1	1	2	1	1	1	1	0	0	0	0	0	0	0	0	4	6
29-Sep-82	3.60	4	87	1	0	0	0	1	1	3	1	1	1	1	0	0	0	0	0	0	0	0	4	7
29-Sep-82	3.60	4	87	1	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	4	5
01-Nov-82	3.51	4	88	1	0	0	0	1	1	3	1	1	0	0	0	0	0	0	0	0	0	0	2	5
01-Dec-82	3.43	3	88	1	1	0	0	1	1	4	1	1	1	1	0	0	0	0	0	0	0	0	4	8
14-Dec-82	3.39	3	88	1	1	0	0	1	1	4	1	1	0	0	1	0	0	0	0	0	0	0	3	7
01-Mar-83	3.18	3	88	1	0	0	0	1	1	3	1	1	1	1	0	0	0	0	0	0	0	0	4	7
15-Mar-83	3.15	3	88	1	1	0	0	1	1	4	1	1	1	1	1	0	0	0	0	0	0	0	5	9
	Max possible total			36	36	36	36	36	36	216	36	36	36	36	36	36	36	36	36	36	36	36	432	
	Actual total			34	29	21	21	30	30	165	36	36	34	33	23	19	17	16	9	14	8	13	258	
Difficulty as	% of Max possible tot			94%	81%	58%	83%	83%	83%	76%	100%	100%	94%	92%	64%	53%	47%	44%	25%	39%	22%	36%	60%	
36 Cases	4.37		Average	0.94	0.81	0.58	0.58	0.83	0.83	4.58	1.00	1.00	0.94	0.92	0.64	0.53	0.47	0.44	0.25	0.39	0.22	0.36	7.17	11.75
	0.70		Std. Dev.	0.23	0.40	0.49	0.49	0.37	0.37	1.71	0.00	0.00	0.23	0.28	0.48	0.50	0.50	0.50	0.43	0.49	0.42	0.48	3.24	4.54
	1.00		r with age	0.19	0.43	0.75	0.75	0.19	0.19	0.64	ERR	ERR	0.32	0.28	0.56	0.79	0.70	0.74	0.50	0.77	0.70	0.72	0.85	0.85
			r with Cluster	0.51	0.70	0.85	0.85	0.63	0.63	1.00	ERR	ERR	0.35	0.42	0.64	0.91	0.84	0.87	0.72	0.87	0.71	0.83	1.00	
			r with SUBTEST	0.33	0.55	0.82	0.82	0.44	0.44	0.84	ERR	ERR	0.31	0.40	0.63	0.87	0.79	0.81	0.70	0.87	0.68	0.79	0.96	1.00

Test Date
06-May-86

Birthdate	Age	Yr.	Class	38	39	40	41	Auditory Discrim.	42	43	44	45	Auditory Comprehension	46	47	48	49	Begin,End Sounds	50	51	Sound Repetition	SUBTEST TOTAL
30-Aug-80	5.68	6	85	1	1	1	1	4	1	0	1	1	3	1	0	1	1	3	1	1	2	12
05-Sep-80	5.67	6	85	1	1	1	1	4	1	1	1	1	4	1	0	0	1	2	1	0	1	11
31-Oct-80	5.52	6	86	1	1	1	1	4	1	1	1	1	4	1	1	0	0	2	1	0	1	11
06-Nov-80	5.50	5	86	1	1	1	1	4	1	1	0	1	3	1	0	1	0	2	1	1	2	11
16-Feb-81	5.22	5	86	1	1	1	1	4	1	1	1	0	3	0	0	1	1	2	1	1	2	11
26-Mar-81	5.12	5	86	1	1	1	1	4	1	1	1	1	4	1	0	0	1	2	1	1	2	12
31-Mar-81	5.10	5	86	1	1	1	1	4	1	1	1	1	4	1	0	0	0	1	1	0	1	10
06-Apr-81	5.08	5	86	1	1	1	1	4	1	1	1	1	4	1	1	1	1	4	1	1	2	14
30-Jul-81	4.77	5	86	1	1	1	1	4	1	1	1	1	4	0	1	0	1	2	1	0	1	11
06-Aug-81	4.75	5	86	1	1	1	1	4	1	0	1	1	3	0	0	0	0	0	0	0	0	7
07-Aug-81	4.75	5	86	1	1	1	1	4	1	1	0	1	3	1	0	1	1	3	1	0	1	11
09-Aug-81	4.74	5	86	1	1	1	1	4	1	1	1	1	4	1	1	0	0	2	0	1	1	11
16-Aug-81	4.72	5	86	1	1	1	1	4	1	0	0	0	1	1	1	0	0	2	0	0	0	7
02-Oct-81	4.59	5	87	1	1	1	1	4	1	1	0	0	2	0	1	0	0	1	0	0	0	7
20-Oct-81	4.55	5	87	1	1	1	1	4	1	0	1	1	3	1	1	0	0	2	1	0	1	10
25-Oct-81	4.53	5	87	1	1	1	1	4	0	1	1	0	2	0	0	0	0	0	1	1	2	8
10-Nov-81	4.49	4	87	1	1	1	1	4	0	1	0	1	2	1	1	1	1	4	1	0	1	11
16-Nov-81	4.47	4	87	1	1	1	1	4	0	0	0	0	0	0	0	1	1	2	1	1	2	8
25-Jan-82	4.28	4	87	1	1	1	1	4	1	1	1	0	3	1	0	1	0	2	1	1	2	11
06-Feb-82	4.25	4	87	1	1	1	1	4	0	0	1	0	1	0	1	0	0	1	1	0	1	7
03-Mar-82	4.18	4	87	1	1	1	1	4	0	1	1	1	3	0	0	1	0	1	0	0	0	8
06-Mar-82	4.17	4	87	1	1	1	1	4	1	1	1	1	4	1	0	0	0	1	1	1	2	11
27-Mar-82	4.11	4	87	1	1	1	1	4	1	1	0	0	2	1	1	0	0	2	0	0	0	8
24-Apr-82	4.04	4	87	1	1	1	1	4	0	0	1	1	2	1	1	0	0	2	1	0	1	9
30-Apr-82	4.02	4	87	1	1	1	1	4	1	1	1	0	3	1	0	0	0	1	0	0	0	8
09-Jun-82	3.91	4	87	1	1	1	1	4	1	0	0	0	1	1	0	0	0	1	1	0	1	7
20-Jun-82	3.98	4	87	1	1	1	1	4	0	0	1	0	1	0	0	0	0	0	0	0	0	5
16-Jul-82	3.81	4	87	1	1	1	1	4	0	1	1	0	2	1	1	0	0	2	0	0	0	8
22-Sep-82	3.62	4	87	1	1	1	1	4	1	1	1	0	3	1	1	0	0	2	1	0	1	10
29-Sep-82	3.60	4	87	1	1	1	1	4	0	0	1	0	1	0	0	0	0	0	0	0	0	5
29-Sep-82	3.60	4	87	1	1	1	1	4	1	0	1	1	2	1	0	0	0	1	1	0	1	8
01-Nov-82	3.51	4	88	1	1	1	1	4	0	0	0	0	0	0	1	0	0	1	1	0	1	6
01-Dec-82	3.43	3	88	1	1	1	1	4	0	0	1	0	1	0	1	0	0	1	0	0	0	6
14-Dec-82	3.39	3	88	1	1	1	1	4	0	0	1	0	1	1	0	0	0	1	0	0	0	6
01-Mar-83	3.18	3	88	1	1	1	1	4	0	0	1	0	1	0	0	0	0	0	0	0	0	5
15-Mar-83	3.15	3	88	1	1	1	1	4	1	0	1	0	1	1	0	0	0	1	1	0	1	7
	Max possible total			36	36	36	36	144	36	34	36	36	144	36	36	36	36	144	36	36	72	504
	Actual total			36	36	36	36	144	22	20	27	16	85	23	15	9	9	56	23	10	33	318
Difficulty as	% of Max possible tot			100%	100%	100%	100%	100%	61%	56%	75%	44%	59%	64%	42%	25%	25%	39%	64%	28%	46%	63%
36 Cases	4.37	Average		1.00	1.00	1.00	1.00	4.00	0.61	0.56	0.75	0.44	2.36	0.64	0.42	0.25	0.25	1.56	0.64	0.28	0.92	8.83
	0.70	Std. Dev.		0.00	0.00	0.00	0.00	0.00	0.49	0.50	0.43	0.50	1.23	0.48	0.49	0.43	0.43	0.98	0.48	0.45	0.76	2.30
	1.00	r with age		ERR	ERR	ERR	ERR	ERR	0.60	0.47	-0.07	0.65	0.67	0.20	-0.03	0.40	0.54	0.50	0.37	0.45	0.50	0.70
		r with Cluster		ERR	ERR	ERR	ERR	ERR	0.70	0.72	0.38	0.74	1.00	0.54	0.38	0.59	0.65	1.00	0.83	0.80	1.00	
		r with SUBTEST		ERR	ERR	ERR	ERR	ERR	0.61	0.64	0.10	0.70	0.82	0.52	0.09	0.49	0.60	0.78	0.60	0.56	0.71	1.00

TABL

Visual Perception

Test Date 20-May-86 Birthdate	Age	Yr	Class	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	SUBTEST TOTAL
14-Apr-83	3.10	3	88	1	1	0	1	0	1	1	1	1	1	1	0	0	0	1	1	0	0	0	11
15-Mar-83	3.18	3	88	1	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	0	0	10
01-Mar-83	3.22	3	88	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	0	14
04-Nov-82	3.54	4	88	1	1	0	1	1	1	0	0	1	0	0	0	0	0	1	1	0	0	0	8
01-Nov-82	3.55	4	88	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	0	0	0	12
22-Sep-82	3.66	4	87	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	0	0	0	0	11
11-Sep-82	3.69	4	87	1	1	1	1	1	1	0	0	0	1	0	0	0	0	1	0	0	1	0	9
24-Jun-82	3.91	4	87	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	0	0	13
09-Jun-82	3.95	4	87	1	0	1	1	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	8
30-Apr-82	4.06	4	87	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	0	0	0	0	11
24-Apr-82	4.07	4	87	1	1	1	1	1	1	0	1	0	0	0	0	0	1	1	1	0	0	0	10
27-Mar-82	4.15	4	87	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0	13
26-Mar-82	4.15	4	87	1	1	0	0	0	1	0	0	0	1	1	0	0	0	1	1	0	0	0	7
06-Mar-82	4.21	4	87	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	15
03-Mar-82	4.22	4	87	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	0	14
25-Jan-82	4.32	4	87	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	15
16-Nov-81	4.51	5	87	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	17
10-Nov-81	4.53	5	87	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	15
25-Oct-81	4.57	5	87	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	16
02-Oct-81	4.63	5	87	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	15
16-Aug-81	4.76	5	86	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	0	14
07-Aug-81	4.79	5	86	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	17
06-Aug-81	4.79	5	86	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	0	15
30-Jul-81	4.81	5	86	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	0	0	0	11
15-Apr-81	5.10	5	86	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	16
06-Apr-81	5.12	5	86	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	17
26-Mar-81	5.15	5	86	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	16
16-Feb-81	5.26	5	86	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	17
31-Oct-80	5.55	6	86	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	16
05-Sep-80	5.71	6	85	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	17
Max possible total				30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	570
Actual Total				30	29	27	29	27	30	22	26	19	24	19	14	14	23	27	24	4	4	8	400
Easiness as % of Max possible total				100%	97%	90%	97%	90%	100%	73%	87%	63%	80%	63%	47%	47%	77%	90%	80%	13%	13%	27%	70
30 Cases																							
4.34 Average				1.00	0.97	0.90	0.97	0.90	1.00	0.73	0.87	0.63	0.80	0.63	0.47	0.47	0.77	0.90	0.80	0.13	0.13	0.27	13.33
0.68 Std.Dev.				0.00	0.18	0.30	0.18	0.30	0.00	0.44	0.34	0.48	0.40	0.48	0.50	0.50	0.42	0.30	0.40	0.34	0.34	0.44	3.01
1.00 r with age				ERR	0.11	0.36	0.05	0.30	ERR	0.29	0.28	0.28	0.32	0.64	0.68	0.51	0.46	-0.19	0.13	0.26	-0.17	0.57	0.69
r with SUBTOTAL				ERR	0.33	0.52	0.39	0.33	ERR	0.69	0.60	0.38	0.44	0.57	0.69	0.74	0.77	-0.29	0.28	0.31	0.12	0.63	1.00

GENERAL KNOWLEDGE

Age	Yr	Class	68	69	70	71	72	73	74	75	Basic Conce	76	77	78	79	80	81	82	Number Conce	83	84	85	86	87	Vocab	88	89	90	91	92	93	94	Analo	95	96	97	98	99	100	101	Verbal Comp	SUB-TEST TOTAL
5.68	6	85	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	1	1	1	1	1	5	1	1	1	1	1	1	1	7	1	1	1	1	1	1	0	6	33
5.67	6	85	1	1	1	1	1	1	1	1	8	1	1	1	1	1	0	0	6	1	1	1	1	1	5	1	1	1	1	1	1	1	7	1	1	1	1	1	1	0	6	31
5.52	6	86	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	1	1	1	1	1	5	1	1	1	1	1	1	1	7	1	1	1	1	1	1	0	6	33
5.50	5	86	1	1	1	1	0	1	1	1	7	1	1	1	1	1	1	1	7	1	1	1	1	1	5	1	1	1	1	1	0	1	6	1	1	1	1	1	1	1	7	32
5.22	5	86	1	1	1	1	0	1	1	1	7	1	1	1	1	1	1	1	7	1	1	1	1	1	5	0	1	1	0	0	1	1	4	1	1	0	1	1	0	1	5	28
5.12	5	86	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	1	1	1	1	1	5	1	1	1	1	0	0	0	4	1	1	1	1	1	1	1	7	31
5.10	5	86	1	1	1	1	1	1	1	1	8	1	1	1	1	0	0	0	4	1	1	1	1	1	5	1	1	1	1	1	1	0	6	1	1	1	1	0	0	0	4	27
5.08	5	86	1	1	1	1	1	1	1	1	8	1	1	1	0	1	1	1	6	1	1	1	1	1	5	1	1	1	1	1	1	1	7	1	1	1	0	1	0	1	5	31
4.77	5	86	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	1	1	1	1	1	5	1	0	1	1	0	0	1	4	1	1	1	1	0	0	1	5	29
4.75	5	86	1	1	1	0	1	1	1	1	7	1	1	1	1	0	0	0	4	1	1	1	1	1	5	0	1	1	1	0	1	1	5	1	1	1	1	0	0	0	4	26
4.75	5	86	1	1	1	1	1	1	1	1	8	1	1	1	1	0	1	0	5	1	1	1	1	1	5	1	1	1	1	0	1	1	6	1	1	1	1	1	0	1	6	30
4.74	5	86	1	1	1	0	1	1	1	1	7	1	1	1	1	0	0	0	4	1	1	1	1	1	5	1	1	1	1	0	0	0	4	1	1	1	1	1	0	0	5	25
4.72	5	86	1	1	1	1	0	1	1	1	7	1	0	1	1	0	0	0	3	1	1	1	1	1	5	0	1	1	1	0	0	0	3	1	1	1	1	0	0	0	4	22
4.59	5	87	1	1	1	1	1	1	1	1	8	0	0	1	0	1	0	0	2	1	1	1	1	1	5	0	1	1	1	0	1	1	5	1	1	1	0	0	0	0	3	23
4.55	5	87	1	1	1	1	0	1	1	1	7	1	1	1	0	1	1	0	5	1	1	1	1	1	5	1	1	1	1	1	1	1	7	1	1	1	1	0	0	1	6	30
4.53	5	87	1	1	1	1	1	1	1	1	8	1	0	1	0	1	0	0	3	1	1	1	1	1	5	1	1	1	1	0	0	0	4	1	1	1	1	1	1	1	7	27
4.49	4	87	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	1	1	1	1	1	5	1	1	1	1	0	1	0	5	1	1	1	1	1	1	0	6	31
4.47	4	87	1	1	1	1	1	1	1	1	8	1	0	0	1	0	0	1	4	1	1	1	1	1	5	1	1	1	1	1	0	1	6	1	1	1	0	1	1	0	4	27
4.28	4	87	1	1	1	1	1	1	1	1	8	1	0	1	0	1	0	0	3	1	1	1	1	1	5	1	1	1	1	0	0	1	5	1	1	1	1	1	0	1	5	26
4.25	4	87	1	1	1	1	1	1	1	1	8	0	0	0	0	0	0	0	0	1	1	1	1	1	5	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	2	19
4.18	4	87	1	1	1	1	0	1	1	1	7	1	0	1	1	1	0	0	4	1	1	1	1	1	5	1	1	1	1	1	0	0	5	1	1	0	1	1	0	0	4	25
4.17	4	87	1	1	1	1	1	1	1	1	8	1	1	1	1	1	0	0	4	1	1	1	1	1	5	0	1	1	1	1	1	1	6	1	1	1	1	1	0	0	5	28
4.11	4	87	1	1	1	1	0	1	1	1	7	1	1	1	1	1	0	0	4	1	1	1	1	1	5	1	0	1	1	0	1	1	5	1	1	0	1	0	0	0	3	24
4.04	4	87	1	1	1	1	1	1	1	1	8	1	0	0	0	0	0	0	1	1	1	1	1	1	5	0	1	1	1	0	0	0	3	1	1	0	0	0	0	0	2	19
4.02	4	87	1	1	1	1	1	1	1	1	8	1	1	0	0	0	0	0	1	1	1	1	1	1	5	1	1	1	1	0	0	0	4	0	1	0	0	1	0	0	2	22
3.91	4	87	1	1	1	0	0	1	0	0	4	1	0	0	0	0	0	0	1	1	1	1	1	1	5	0	1	1	1	0	0	0	3	0	1	0	0	0	0	0	1	14
3.88	4	87	1	1	1	1	1	1	1	0	7	1	0	0	0	0	0	0	1	1	1	1	1	1	5	0	1	1	1	1	0	0	3	1	1	1	0	0	1	0	4	20
3.81	4	87	1	1	0	1	1	1	1	0	6	1	0	1	1	1	0	0	3	1	1	1	1	0	4	1	0	0	0	0	1	0	2	0	1	1	1	0	0	0	3	18
3.62	4	87	1	1	1	1	1	1	1	1	8	0	1	1	1	1	0	0	4	1	1	1	1	1	5	0	1	0	0	0	0	1	0	2	0	0	0	1	0	0	1	19
3.60	4	87	1	1	1	1	1	1	1	0	7	0	0	0	0	0	0	0	0	1	1	1	1	1	5	0	1	1	1	1	0	0	3	1	1	1	1	1	0	0	5	20
3.60	4	87	1	1	1	1	0	1	1	1	7	1	0	0	1	0	0	0	2	1	1	1	1	1	5	0	1	1	1	1	0	0	4	1	1	1	0	0	1	0	4	22
3.51	4	88	1	1	1	1	0	1	1	1	7	0	0	1	0	0	0	0	1	1	1	1	1	1	5	0	0	1	1	0	0	0	2	0	1	0	0	0	0	0	1	16
3.43	3	88	1	1	1	1	1	0	0	1	6	1	0	1	0	0	0	0	0	1	1	1	1	0	4	0	0	0	1	1	0	0	2	0	0	0	0	0	0	0	1	15
3.39	3	88	1	1	0	1	0	1	1	1	6	0	0	0	1	0	0	0	0	1	0	1	0	0	2	0	1	0	0	0	0	0	1	0	1	1	0	0	0	0	2	12
3.18	3	88	1	1	1	1	0	1	1	1	7	0	0	0	0	0	0	0	0	1	1	0	1	1	4	0	1	0	1	0	1	0	3	1	1	1	0	0	0	0	3	17
3.16	3	88	1	1	0	1	1	1	0	1	6	0	0	0	0	0	0	0	0	1	1	0	1	1	4	1	1	1	1	0	0	0	4	1	1	1	0	0	0	1	4	18
			36	36	36	36	36	36	36	36	288	36	36	36	36	36	36	36	252	36	36	36	36	36	180	36	36	36	36	36	36	36	252	36	36	36	36	36	36	36	252	1224
			36	36	32	34	25	35	32	33	263	28	18	26	20	14	11	10	127	35	36	33	35	34	173	21	31	30	32	11	17	16	158	29	34	25	24	17	10	9	148	869
			100%	100%	89%	94%	69%	97%	89%	92%	91%	78%	50%	72%	56%	39%	31%	28%	50%	97%	100%	92%	97%	94%	96%	58%	86%	83%	89%	31%	47%	44%	63%	81%	94%	69%	67%	47%	28%	25%	59%	71%
4.37	Avg		1.00	1.00	0.89	0.94	0.69	0.97	0.89	0.92	7.31	0.78	0.50	0.72	0.56	0.39	0.31	0.28	3.53	0.97	1.00	0.92	0.97	0.94	4.81	.58	0.86	0.83	.89	0.31	0.47	0.44	4.39	0.81	.94	.69	0.67	0.47	0.28	0.25	4.11	24.14
0.70	Std		0.00	0.00	0.31	0.23	0.46	0.16	0.31	0.28	0.88	0.42	0.50	0.45	0.50	0.49	0.46	0.45	2.29	0.16	0.00	0.28	0.16	0.23	0.57	.49	0.35	0.37	.31	0.46	0.50	0.50	1.64	0.40	.23	.46	0.47	0.50	0.45	0.43	1.78	5.81
1.00																																										
r w/	age		ERR	ERR	0.30	0.01	0.19	0.23	0.40	0.25	0.48	0.54	0.65	0.59	0.44	0.65	0.61	0.55	0.82	0.24	ERR	0.49	0.24	0.26	0.48	.48	0.24	0.50	.18	0.45	0.34	0.54	0.74	0.49	.29	.29	0.49	0.55	0.40	0.30	0.69	0.86
r w/	CI		ERR	ERR	0.43	0.50	0.51	0.25	0.73	0.45	1.00	0.62	0.79	0.71	0.60	0.69	0.79	0.72	1.00	0.83	ERR	0.78	0.83	0.34	1.00	.58	0.39	0.52	.46	0.65	0.45	0.71	1.00	0.70	.42	.65	0.54	0.69	0.59	0.54	1.00	
r w/	SU		ERR	ERR	0.36	0.19	0.24	0.27	0.48	0.32	0.63	0.56	0.71	0.62	0.41	0.71	0.72	0.59	0.88	0.35	ERR	0.44	0.35	0.32	0.55	.60	0.33	0.51	.30	0.48	0.35	0.63	0.86	0.64	.30	.39	0.57	0.71	0.48	0.43	0.86	1.00

Revised to show correlation with Age variable
Test Date
15-Mar-86

SOCIAL-EMOTIONAL QUESTIONNAIRE

Birthdate	Age	Yr	Items 1	2	3	4	5	6	7	8	9	10	11	12	13	14	16	17	18	19	20	21	22	23	24	25	STOTAL	GTOTAL	Avg by age STOTAL	Avg by age STOTAL
19-May-83	2.82	3	3	3	3	2	3	2	3	3	3	3	2	2	2	2	2	2	3	2	3	3	3	3	3	2	62	7		
12-Apr-83	2.93	3	3	3	2	2	3	1	3	1	3	2	2	2	3	2	3	2	3	3	3	3	1	3	1	2	56	15		
24-Feb-83	3.05	3	3	2	3	2	3	2	3	3	3	3	3	3	3	3	1	1	1	2	1	3	3	3	3	3	60	55		
06-Feb-83	3.10	3	2	1	2	3	2	3	3	2	3	2	3	3	3	3	2	2	3	3	2	3	3	3	1	3	60	21		
20-Dec-82	3.24	3	3	2	3	3	3	2	3	2	3	3	3	2	2	2	1	2	1	3	3	3	2	3	3	2	59	66		
07-Dec-82	3.27	3	3	2	2	3	2	1	3	3	3	3	2	3	3	1	1	2	1	3	3	3	2	3	3	3	64	56		
10-Oct-82	3.63	3	3	2	3	3	3	2	2	2	3	2	3	2	2	2	3	3	3	3	3	3	3	3	3	2	61	62	3	3
18-Sep-82	3.49	3	3	3	2	2	3	2	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	64	69	60.75	41.38
14-Jul-82	3.67	4	2	3	3	3	3	2	3	2	3	3	3	2	3	2	1	3	3	3	2	3	3	3	2	2	64	38		
12-Jun-82	3.76	4	2	2	1	2	3	2	3	1	1	1	2	3	2	2	3	3	3	3	3	3	3	3	2	2	64	65		
21-Mar-82	3.99	4	2	2	1	1	2	1	3	3	2	3	2	2	3	2	1	2	2	2	2	1	1	2	2	2	66	88		
24-Feb-82	4.05	4	3	2	2	2	3	2	2	3	2	2	3	2	3	2	3	3	3	2	1	3	3	2	1	2	53	75		
20-Feb-82	4.07	4	3	3	3	2	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	2	3	2	61	87		
02-Dec-81	4.28	4	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	68	88		
01-Dec-81	4.29	4	3	3	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3	3	2	2	2	2	65	95		
06-Nov-81	4.36	4	3	2	3	2	3	2	3	1	3	3	3	3	3	2	1	3	2	3	3	3	3	3	3	3	70	91		
18-Oct-81	4.41	4	3	3	2	2	3	3	3	3	3	3	3	3	3	2	1	3	2	3	3	3	3	2	3	2	61	50		
18-Oct-81	4.41	4	3	3	2	2	3	3	3	3	3	3	3	3	3	1	1	2	2	3	1	3	2	3	2	2	59	76		
23-Sep-81	4.47	4	2	3	3	3	3	2	3	3	3	2	2	2	2	1	3	2	2	3	1	3	2	2	2	2	61	75	4	4
08-Sep-81	4.52	5	3	2	2	2	3	2	3	2	3	1	3	3	3	2	3	3	3	2	2	2	2	2	1	2	57	81	60.45	74.64
05-Sep-81	4.53	5	3	2	3	2	3	2	3	2	1	3	2	3	3	2	3	2	3	3	2	3	3	3	2	3	60	81		
04-Sep-81	4.53	5	3	2	2	3	3	2	3	3	3	3	3	3	3	2	3	2	2	3	3	3	1	2	2	2	56	106		
07-May-81	4.86	5	3	3	2	2	3	2	2	2	3	3	3	3	3	1	1	2	3	3	2	3	3	3	2	3	63	74	5	5
24-Jul-80	5.64	6	3	3	2	3	3	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	2	3	63	95	60.50	89.00
13-May-80	5.84	6	3	1	2	3	3	3	3	3	2	3	3	3	3	1	3	3	3	3	3	3	3	3	2	2	65	112		
31-Jan-80	6.12	6	3	3	2	3	3	2	3	2	3	3	3	3	2	2	1	2	3	2	3	3	3	2	3	3	61	137	6	6
Cases =																	3	3	3	3	3	3	3	3	2	3	66	150	64.00	133.00
26 Mean	4.12	4.00	2.81	2.30	2.35	2.42	2.08	2.15	2.85	2.46	2.73	2.69	2.73	2.62	2.62	1.96	2.31	2.60	2.65	2.73	2.42	2.88	2.58	2.62	2.23	2.38	60.96	73.35		
8.0	0.85	0.96	0.39	0.62	0.62	0.57	0.32	0.60	0.36	0.69	0.59	0.61	0.44	0.49	0.49	0.59	0.91	0.67	0.62	0.44	0.74	0.42	0.69	0.49	0.70	0.49	5.07	32.87		
r	0.22	0.14	0.48	0.32	0.40	0.45	0.14	0.14	0.04	0.44	0.66	0.52	0.59	0.09	0.23	-0.05	0.28	0.42	0.36	0.37	0.41	0.68	0.63	0.40	0.42	0.40	1.00	0.20		
rt	0.09	0.03	0.26	-0.03	-0.12	0.21	0.25	0.31	-0.10	0.25	-0.25	0.21	0.29	0.34	-0.22	-0.36	0.19	0.25	0.09	0.01	0.09	0.02	0.07	-0.36	0.09	0.28	0.20	1.00		
r-rt	-0.67	-0.68	0.22	0.35	0.60	0.24	-0.11	-0.17	0.14	0.19	0.91	0.31	0.31	-0.25	0.45	0.31	0.09	0.17	0.28	0.36	0.32	0.65	0.65	0.56	0.76	0.33	0.12	-0.80		
r age	1.00	0.95	0.19	0.07	-0.19	0.21	0.28	0.41	-0.04	0.14	-0.12	-0.22	0.31	0.32	-0.15	-0.38	0.14	0.27	0.22	0.09	0.09	0.04	0.14	-0.38	-0.05	0.23	0.22	0.89		

NOTES: r = correlation between item and sub-total STOTAL.
rt = correlation between item and grand total for all items GTOTAL.
If r-rt is positive, the item is more productive of sub-test total than of grand total.
re age = correlation of each item with Age.

TABLE 14

F L U H A R T Y

Test Date
06-May-86

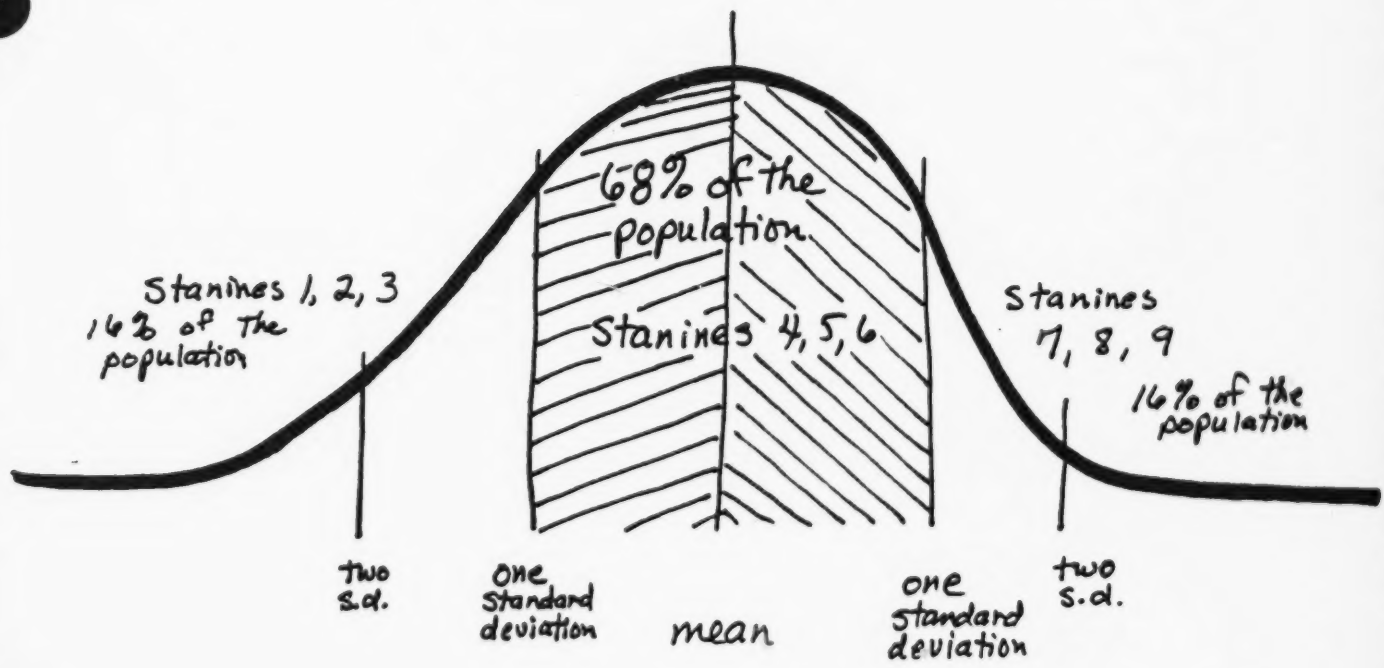
Birthdate	Age	Yr.	Class	102	103	104	Articu-lation	105	106	Language	SUBTEST TOTAL
30-Aug-80	5.68	6	85	15	15	15	45	9	9	18	63
05-Sep-80	5.67	6	85	15	15	13	43	10	10	20	63
31-Oct-80	5.52	6	86	15	14	14	43	9	10	19	62
06-Nov-80	5.50	5	86	15	15	15	45	9	10	19	64
16-Feb-81	5.22	5	86	15	15	14	44	10	10	20	64
26-Mar-81	5.12	5	86	15	14	13	42	9	10	19	61
31-Mar-81	5.10	5	86	15	13	11	39	10	10	20	59
06-Apr-81	5.08	5	86	15	15	15	45	9	10	19	64
30-Jul-81	4.77	5	86	15	14	15	44	10	9	19	63
06-Aug-81	4.75	5	86	15	15	11	41	8	9	17	58
07-Aug-81	4.75	5	86	15	14	11	40	10	10	20	60
09-Aug-81	4.74	5	86	15	15	15	45	8	10	18	63
16-Aug-81	4.72	5	86	15	14	14	43	10	10	20	63
02-Oct-81	4.59	5	87	15	15	14	44	10	9	19	63
20-Oct-81	4.55	5	87	15	14	12	41	9	10	19	60
25-Oct-81	4.53	5	87	15	15	14	44	8	10	18	62
10-Nov-81	4.49	4	87	15	15	15	45	10	10	20	65
16-Nov-81	4.47	4	87	14	15	12	41	10	10	20	61
25-Jan-82	4.28	4	87	15	13	10	38	10	10	20	[illegible]
06-Feb-82	4.25	4	87	15	15	13	43	10	10	20	[illegible]
03-Mar-82	4.18	4	87	15	14	14	43	9	10	19	62
06-Mar-82	4.17	4	87	15	13	14	42	10	10	20	62
27-Mar-82	4.11	4	87	15	13	14	42	9	10	19	61
24-Apr-82	4.04	4	87	12	15	15	42	10	10	20	62
30-Apr-82	4.02	4	87	14	13	12	39	8	8	16	55
09-Jun-82	3.91	4	87	11	15	14	40	8	8	16	56
20-Jun-82	3.98	4	87	15	15	13	43	10	8	18	61
16-Jul-82	3.81	4	87	15	15	14	44	8	9	17	61
22-Sep-82	3.62	4	87	14	15	13	42	8	9	17	59
29-Sep-82	3.60	4	87	14	15	11	40	10	10	20	60
29-Sep-82	3.60	4	87	15	15	15	45	10	10	20	65
01-Nov-82	3.51	4	88	14	10	10	34	9	5	14	48
01-Dec-82	3.43	3	88	15	14	14	43	9	7	16	59
14-Dec-82	3.39	3	88	11	13	7	31	6	1	7	38
01-Mar-83	3.18	3	88	15	15	14	44	9	9	18	62
15-Mar-83	3.15	3	88	14	14	12	40	9	7	16	56
36 Cases	4.37	Average		14.53	14.28	13.11	41.92	9.17	9.08	18.25	60.17
	0.70	Std. Dev.		1.04	1.04	1.81	2.99	0.93	1.77	2.44	4.96
	1.00	r with age		0.41	0.22	0.29	0.40	0.25	0.50	0.46	0.47
		r with Cluster		0.59	0.70	0.91	1.00	0.82	0.95	1.00	
		r with SUBTEST		0.66	0.60	0.81	0.93	0.62	0.90	0.89	

To compensate for this difference, the scores on the Early Screening Program have been converted to T-Scores. T-Scores mathematically make 50 be the mean score for all subtests and then spread the scores around the mean with a standard deviation of 10. This allows a quick visual comparison of a child's scores one to the other. Example B would be a typical child's screening results when converted to T-Scores.

Table 15 and 16 are the Raw-Score to T-Score conversions for all ages of children combined. T-Score conversions by age level are provided in Tables 3, 4, and 5 of this manual.

Expected Range of Performance

In a normal distribution of any given population for any given characteristic, we would expect to see the traditional bell shaped curve frequency.



In such a curve, one standard deviation each side of the mean will encompass approximately 68 percent of the population. This can be seen as an expected range of behavior. This generally matches stanines 4.5, and 6 on achievement tests. On the T-Score report form each standard deviation equals 20. Therefore, the middle range has been marked to indicate this as the generally expected range of behavior on these subtests. A child's score which is either higher or lower than the expected range is exceptional in that area. The screening explanation page offers suggestions for these situations.

SUB-TOTALS (Raw Scores)

Birthdate	Age	Yr.	Gross Motor	Visual Motor	Auditory Perception	Visual Perception	General Knowledge	Fluharty Test	Gross Motor	Visual Motor	Auditory Perception	Visual Perception	General Knowledge	Fluharty Test	SCREENING T-SCORE	SCREENING T-SCORE
									(T-Scores)							
30-Aug-80	5.68	6	16	18	12	13	31	63	64	64	62	57	65	56	64	368
05-Sep-80	5.67	6	11	17	11	14	29	63	33	62	58	60	62	56	60	351
31-Oct-80	5.52	6	19	17	11	10	31	62	71	62	58	46	65	54	61	355
06-Nov-80	5.50	5	17	18	11	14	30	64	66	64	58	60	64	58	64	370
16-Feb-81	5.22	5	12	18	11	15	26	64	55	64	58	64	57	58	61	356
26-Mar-81	5.12	5	13	14	12	12	29	61	57	55	62	53	62	52	58	341
31-Mar-81	5.10	5	17	16	10	12	25	59	66	59	54	53	55	48	57	335
06-Apr-81	5.08	5	8	18	14	15	29	64	46	64	70	64	62	58	63	364
30-Jul-81	4.77	5	12	14	11	13	27	63	55	55	58	57	58	56	58	339
06-Aug-81	4.75	5	6	15	7	12	23	58	42	57	42	53	51	46	48	291
07-Aug-81	4.75	5	10	17	11	14	28	60	51	62	58	60	60	50	58	340
09-Aug-81	4.74	5	15	12	11	13	23	63	62	51	58	57	51	56	57	335
16-Aug-81	4.72	5	8	16	7	7	20	63	46	59	42	35	46	56	47	284
02-Oct-81	4.59	5	8	11	7	10	21	63	46	48	42	46	48	56	47	286
20-Oct-81	4.55	5	15	18	10	14	28	60	62	64	54	60	60	50	60	350
25-Oct-81	4.53	5	11	12	8	12	25	62	53	51	46	53	55	54	52	311
10-Nov-81	4.49	4	14	17	11	13	29	65	60	62	58	57	62	60	62	358
16-Nov-81	4.47	4	9	15	14	11	25	61	48	57	70	49	55	52	57	332
25-Jan-82	4.28	4	13	5	11	13	24	58	57	35	58	57	53	46	51	306
06-Feb-82	4.25	4	13	11	7	13	17	63	57	48	42	57	41	56	50	301
03-Mar-82	4.18	4	8	11	8	13	23	62	46	48	46	57	51	54	50	302
06-Mar-82	4.17	4	9	10	11	11	26	62	48	46	58	49	57	54	53	312
27-Mar-82	4.11	4	10	11	8	12	22	61	51	48	46	53	50	52	50	299
24-Apr-82	4.04	4	8	10	9	11	17	62	46	46	50	49	41	54	47	286
30-Apr-82	4.02	4	10	5	8	9	20	55	51	35	46	42	46	40	42	259
09-Jun-82	3.91	4	10	8	7	6	12	56	51	42	42	31	33	42	37	239
20-Jun-82	3.98	4	8	9	5	9	18	61	46	44	34	42	43	52	42	260
16-Jul-82	3.81	4	10	6	8	8	16	61	51	37	46	38	39	52	42	263
22-Sep-82	3.62	4	1	6	10	7	17	59	30	37	54	35	41	48	39	245
29-Sep-82	3.60	4	5	7	5	12	18	60	39	40	34	53	43	50	41	258
29-Sep-82	3.60	4	7	5	8	14	20	65	44	35	46	60	46	60	48	291
01-Nov-82	3.51	4	2	5	6	11	14	48	33	35	38	49	36	25	33	216
01-Dec-82	3.43	3	6	8	6	6	13	59	42	42	38	31	34	48	36	234
14-Dec-82	3.39	3	2	7	6	5	10	38	33	40	38	27	29	5	23	171
01-Mar-83	3.18	3	4	7	5	12	15	62	37	40	34	53	38	54	41	255
15-Mar-83	3.15	3	3	9	7	7	16	56	35	44	42	35	39	42	37	256
36 Cases	4.37	Average	9.72	11.75	9.00	11.19	22.14	60.17	50.00	50.00	50.00	50.00	50.00	50.00	50.00	300.00
	0.70	Std. Dev.	4.41	4.54	2.45	2.71	5.81	4.96	10.00	10.00	10.00	10.00	10.00	10.00	10.00	48.53
		High Score	19	18	14	15	31	65	71	64	70	64	65	60	64	
		Hi Expected	14	16	11	14	28	65	60	60	60	60	60	60	60	
		Lo Expected	5	7	7	8	16	55	40	40	40	40	40	40	40	
		Low Score	1	5	5	5	10	38	30	35	34	27	29	5	23	

TABLE 16

T-Score conversion for all ages combines

(Table 3,4,5 contain T-Score conversion by age)

GROSS MOTOR		VISUAL MOTOR		AUDITORY PERCEPTION		VISUAL PERCEPTION		GENERAL KNOWLEDGE		FLUHARTY TEST	
Raw	T	Raw	T	Raw	T	Raw	T	Raw	T	Raw	T
19	71	18	64	14	70	16	68	34	70	65	60
18	69	17	62	13	66	15	64	33	69	64	58
17	66	16	59	12	62	14	60	32	67	63	56
16	64	15	57	11	58	13	57	31	65	62	54
15	62	14	55	10	54	12	53	30	64	61	52
14	60	13	53	9	50	11	49	29	62	60	50
13	57	12	51	8	46	10	46	28	60	59	48
12	55	11	48	7	42	9	42	27	58	58	46
11	53	10	46	6	38	8	38	26	57	57	[illegible]
10	51	9	44	5	34	7	35	25	55	56	42
9	48	8	42	4	30	6	31	24	53	55	40
8	46	7	40	3	26	5	27	23	51	54	38
7	44	6	37	2	21	4	23	22	50	53	36
6	42	5	35	1	17	3	20	21	48	52	34
5	39	4	33	0	13	2	16	20	46	51	32
4	37	3	31			1	12	19	45	50	29
3	35	2	29			0	9	18	43	49	27
2	33	1	26					17	41	48	25
1	30	0	24					16	39	47	23
0	28							15	38	46	21
								14	36	45	19
								13	34	44	17
								12	33	43	15
								11	31	42	13
								10	29	41	11
										40	[illegible]
										39	[illegible]
										38	5

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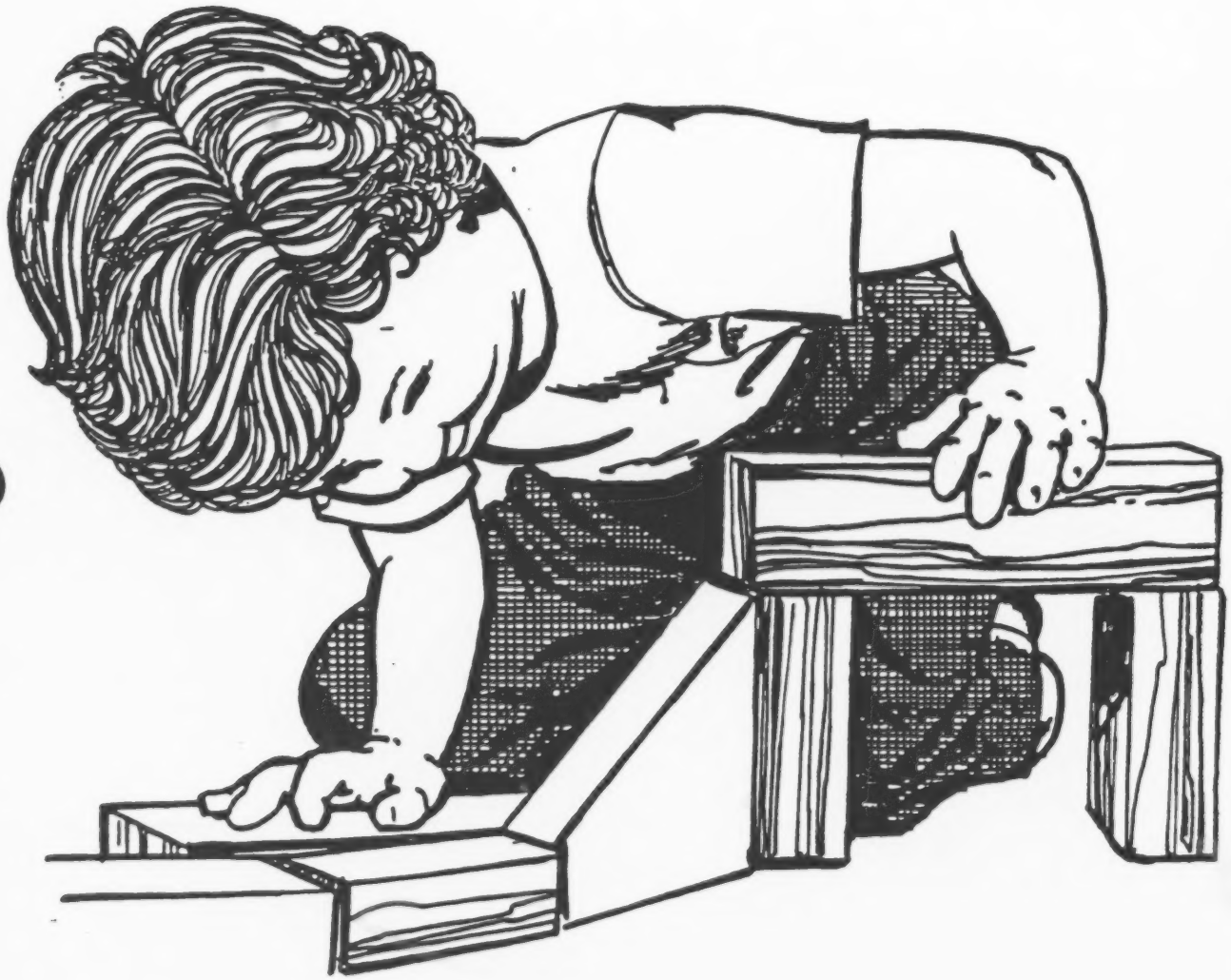
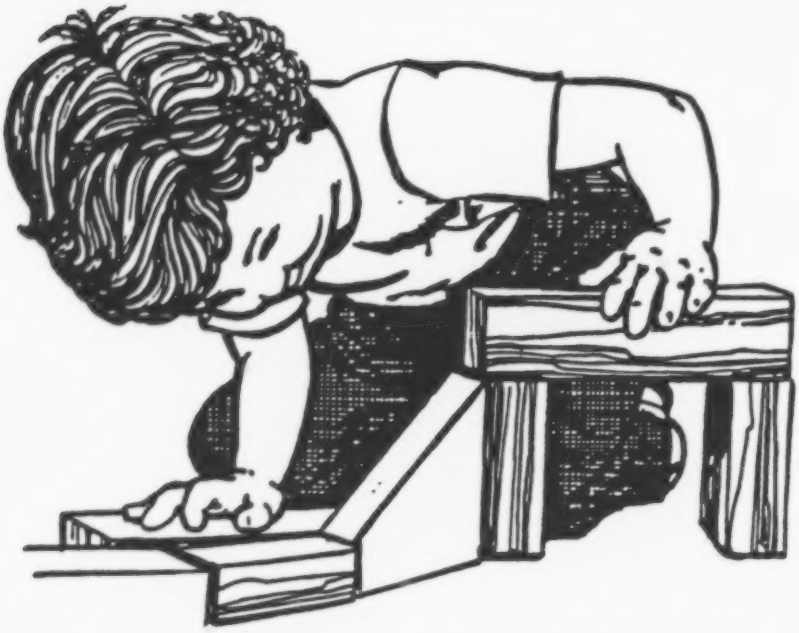
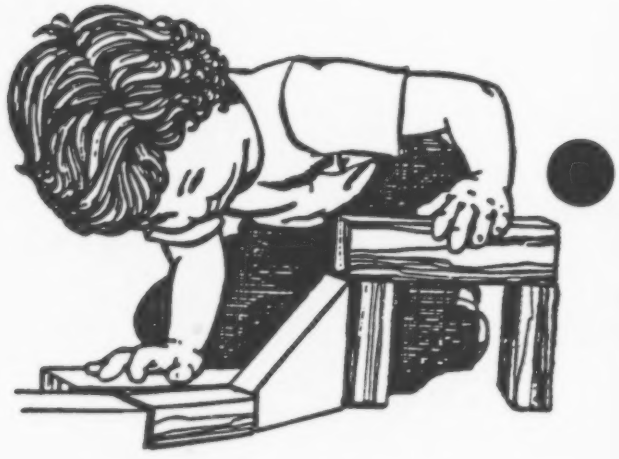
GRAPHICS







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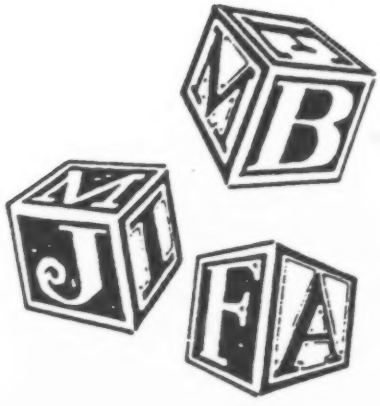
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APPENDIX A

Parent Data Packet

This appendix contains forms for:

1. Permission for Early Screening
2. Parent Survey
3. Pre-School/kindergarten data form
4. Answer sheet

The answer sheet is included here so that the parent can supply the child's exact date of birth. This is needed for norming the screening results.

The data form and the answer sheet should be printed on both sides to reduce the number of sheets of paper to be handled.

Each of these could be printed on a different color of paper to aid quick identification of the materials.

Northeastern Local School District

OFFICE OF THE BOARD OF EDUCATION
1414 BOWMAN ROAD, SPRINGFIELD, OHIO 45502
TELEPHONE (513) 325-7618

DAVID E. ENGLE
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RONALD N. DUNCAN
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PAMELA K. KING
JO ANN HULSIZER
TREASURER
CARL R. FRAZIER
SUPERINTENDENT

PERMISSION FOR EARLY SCREENING PROGRAM

I give permission for my child to be tested with the Early Screening Program.

Parent's Signature _____

Child's Name _____

Address _____

_____ Zip Code _____

Phone Number _____

Child's Birthdate _____ Age _____

Father's Name _____

Mother's Name _____

Guardian _____

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CHILD'S NAME: _____ DATE: _____

PARENT SURVEY

As part of the early childhood screening, we need to find out how your child gets along with people. Please mark an X on the best answer for each of the following questions.

		Often	Sometimes	Rarely
1.	How often does your child talk when with others?	( )	( )	( )
2.	Is your child a happy child?	( )	( )	( )
3.	Does your child go to the toilet alone?	( )	( )	( )
4.	Does your child have temper tantrums?	( )	( )	( )
5.	Does your child cry too much?	( )	( )	( )
6.	Does your child act strange?	( )	( )	( )
7.	Does your child help around the house (willing to help with household chores)?	( )	( )	( )
8.	Does your child argue with adults?	( )	( )	( )
9.	Does your child express emotions?	( )	( )	( )
10.	Does your child become upset when you leave him/her with a babysitter or friend?	( )	( )	( )
11.	Can your child show affection?	( )	( )	( )
12.	Does your child get into fights with other children?	( )	( )	( )
13.	Does your child have a best friend?	( )	( )	( )
14.	Is your child cruel to animals?	( )	( )	( )
15.	Does your child show sympathy to others?	( )	( )	( )
16.	Does your child lie?	( )	( )	( )
17.	Does your child use words to describe emotions?	( )	( )	( )
18.	Does your child wet the bed?	( )	( )	( )
19.	Does your child get dressed and undressed by him/herself?	( )	( )	( )
20.	Does your child share with other children?	( )	( )	( )

NORTHEASTERN LOCAL SCHOOL DISTRICT
PRESCHOOL - KINDERGARTEN DATA FORM

Child's Name: _____ School: _____

Address: _____ Phone #: _____

_____ Date: _____

Please complete the following questionnaire and return it before leaving the registration/screening. The information is confidential and will be used by school personnel to know and understand your child better.

Has this child ever been to a nursery school or day-care center? _____
Name and address: _____ When and for how long? _____

Was there anything unusual about the pregnancy with this child? If so, please explain: _____

Did this child require any special medical care or hospitalization at birth or during the first month after birth? _____

Has this child ever been in the hospital or been seriously ill at home?
Yes _____ No _____ If yes, explain: _____

Has this child ever had a serious accident and/or operation? _____

When was the last time this child saw a doctor? _____ Who? _____
Briefly, what was the reason? _____

Do you have any special concerns about this child? _____

Are there things this child does that you think are unusual? _____

How does this child usually get along with his or her brothers and sisters?

Does your child spend time in creative expression, such as fantasy, imagination, original art, original music, or made-up stories? Please explain:

DATA FORM (page 2)

At what age did your child do the following things? Check the appropriate block to indicate the closest age that applies.

Item: Age in Months	3-5	6-8	9-11	12-17	18-23	24-29	30-35	36-41	42-50
Sit alone									
Walk alone									
Say his first word									
Put words together to make sentences									
Drink from glass alone									
Care for his toilet needs himself									

Do you notice, or has the doctor reported, any of the following in this child -

_____ Asthma
_____ Indigestion
_____ Diarrhea
_____ Vomiting
_____ Constipation
_____ Sinus trouble
_____ Allergies
_____ Diabetes
_____ Nose bleeding
_____ Thumb sucking
_____ Nightmares
_____ Bed wetting
_____ Nail biting
_____ Epilepsy
_____ Headaches
_____ Seizures
_____ Overweight
_____ Underweight
_____ Corrective shoes
_____ Frequent fevers
_____ Overtired or lacking pep
_____ Heart trouble
_____ Difficulty hearing
_____ Difficulty seeing (blinks, squints, rubs eyes)
_____ Ear infections
_____ Chicken pox
_____ Rheumatic fever
_____ Scarlet fever
_____ Tonsilitis
_____ Tubes in ears

_____Other physical problems (explain) _____

_____

_____

_____

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NAME: _____

Date of Birth _____ Date of Screening _____

ANSWER SHEET

GROSS MOTOR

1.	0	1	Stands 3 seconds
2.	0	1	Stands 9 seconds
3.	0	1	Stands 15 seconds
4.	0	1	Eyes closed 5 seconds
5.	0	1	2 hops
6.	0	1	3 feet
7.	0	1	6 feet, switch
8.	0	1	tiptoes, 3 steps
9.	0	1	backwards
10.	0	1	scissors step
11.	0	1	heel to toe 3 steps
12.	0	1	beanbag
13.	0	1	9" ball - bounce
14.	0	1	9" ball - hands
15.	0	1	7 feet
16.	0	1	10 feet
17.	0	1	13 feet
18.	0	1	16 feet
19.	0	1	20 feet

VISUAL MOTOR

20.	0	1	thumb
21.	0	1	thumb - 2 fingers
22.	0	1	thumb - 5 fingers
23.	0	1	thumb - tips
24.	0	1	____ - examiner's
25.	0	1	o - examiner's
26.	0	1	____ - child sees
27.	0	1	o - child sees
28.	0	1	+
29.	0	1	□
30.	0	1	X
31.	0	1	△
32.	0	1	
33.	0	1	
34.	0	1	◇
35.	0	1	1,2
36.	0	1	1,2,3,4,5
37.	0	1	cat
38.	0	1	holds pencil same hand
39.	0	1	holds pencil correctly

AUDITORY PERCEPTION

40.	0	1	Mama
41.	0	1	Daddy
42.	0	1	Toy
43.	0	1	Bark
44.	0	1	Dog's name
45.	0	1	Jim
46.	0	1	Yes, ate food
47.	0	1	Dog has spots
48.	0	1	Ring
49.	0	1	Person riding
50.	0	1	Person eating
51.	0	1	Boy - beginning sound
52.	0	1	Girl - " "
53.	0	1	Clap ___ ___ ___
54.	0	1	Clap ___ ___ ___ ___

VISUAL PERCEPTION

55.	0	1	Pink square
56.	0	1	Blue triangle
57.	0	1	Blue circle
58.	0	1	
59.	0	1	
60.	0	1	Man
61.	0	1	Sweater
62.	0	1	House
63.	0	1	
64.	0	1	Leaf
65.	0	1	
66.	0	1	
67.	0	1	
68.	0	1	
69.	0	1	F
70.	0	1	b
71.	0	1	ht
72.	0	1	kag
73.	0	1	dop

GENERAL KNOWLEDGE

74.	0	1	Nose
75.	0	1	Feet
76.	0	1	Night time
77.	0	1	Hot
78.	0	1	Baseball
79.	0	1	Blue
80.	0	1	Red
81.	0	1	Orange
82.	0	1	3 Blocks
83.	0	1	Apples
84.	0	1	Flowers - most
85.	0	1	Flowers - least
86.	0	1	3
87.	0	1	5
88.	0	1	27
89.	0	1	Telephone
90.	0	1	Clock
91.	0	1	Kite
92.	0	1	Key
93.	0	1	Stop
94.	0	1	Refrigerator
95.	0	1	Tricycle
96.	0	1	Pig
97.	0	1	Fish
98.	0	1	Fruit
99.	0	1	Vehicle
100.	0	1	Musical Instrument
101.	0	1	Daddy
102.	0	1	Head
103.	0	1	Motor
104.	0	1	Talks
105.	0	1	Hard
106.	0	1	Cat/Bird
107.	0	1	Apple/Banana

GENERAL HEALTH

Height_____ Weight_____

General observations regarding health status that might suggest a need for medical care, such as rashes, obesity, frailty, clumsiness, bowed legs, etc. _____

_____

_____

_____

_____

SPEECH/LANGUAGE

Articulation

Identification_____

First Phoneme_____

Second Phoneme_____

LANGUAGE

Comprehension_____

Repetition_____

VISION - Mark pass or fail

Visual acuity_____

Muscle imbalance_____

Binocular vision_____

Tracking_____

HEARING - Mark pass or fail

Audiometer

1000 Hz - 20 dB_____

2000 Hz - 20 dB_____

4000 Hz - 25 dB_____

HEARING

Impedance Meter-middle ear pressure

Peak Pressure_____

Compliance_____

Physical Volume_____

Reflex_____/__

Expected normal levels are:

Peak pressure (+50 to -150)

Compliance (.2 to 1.6)

Physical Volume (.4 to 2.5)

Reflex - tested at 1000 Hz - 105 dB will be either "absent" or "present"

SCREENING OBSERVATIONS

Please use this check list to help us interpret the validity of the Early Childhood Screening.

_____Watched speaker's face closely

_____Needed instructions repeated

_____Lacked confidence

_____Was overconfident

_____Needed encouragement in order to perform

_____Needed praise in order to perform

_____Needed parent intervention in order to perform

_____Was too concerned about failure

_____Seemed to be hyperactive

_____Seemed nervous

_____Eyes did not appear to focus

_____Held head in other than upright position when answering.

_____Sucked thumb

_____Did the child need to have the parent accompany him/her during the testing?

_____Very verbal - ask a lot of questions

_____Offered extra information

_____Was comfortable with adults

Other comments:_____

_____

_____

_____

_____

_____

_____

APPENDIX B

Parent Reporting Packet Materials

The explanation sheet and the parent report form provided here can be reproduced from these pages. Printing each back to back is recommended to reduce the number of sheets of paper parents need to deal with.

The Parent Report Form could be printed on other than white paper.

add district logo and address here

NAME_____ Date of Testing_____

PARENT REPORT FORM

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SPEECH/LANGUAGE

Articulation

Identification_____

First Phoneme_____

Second Phoneme_____

LANGUAGE

Comprehension_____

Repetition_____

VISION - Mark pass or fail

Visual acuity_____

Muscle imbalance_____

Binocular vision_____

Tracking_____

HEARING - Mark pass or fail

Audiometer

1000 Hz - 20 dB_____

2000 Hz - 20 dB_____

4000 Hz - 25 dB_____

HEARING

Impedance Meter - inner ear pressure

Peak Pressure_____

Compliance_____

Physical Volume_____

Reflex_____

Expected normal levels are:

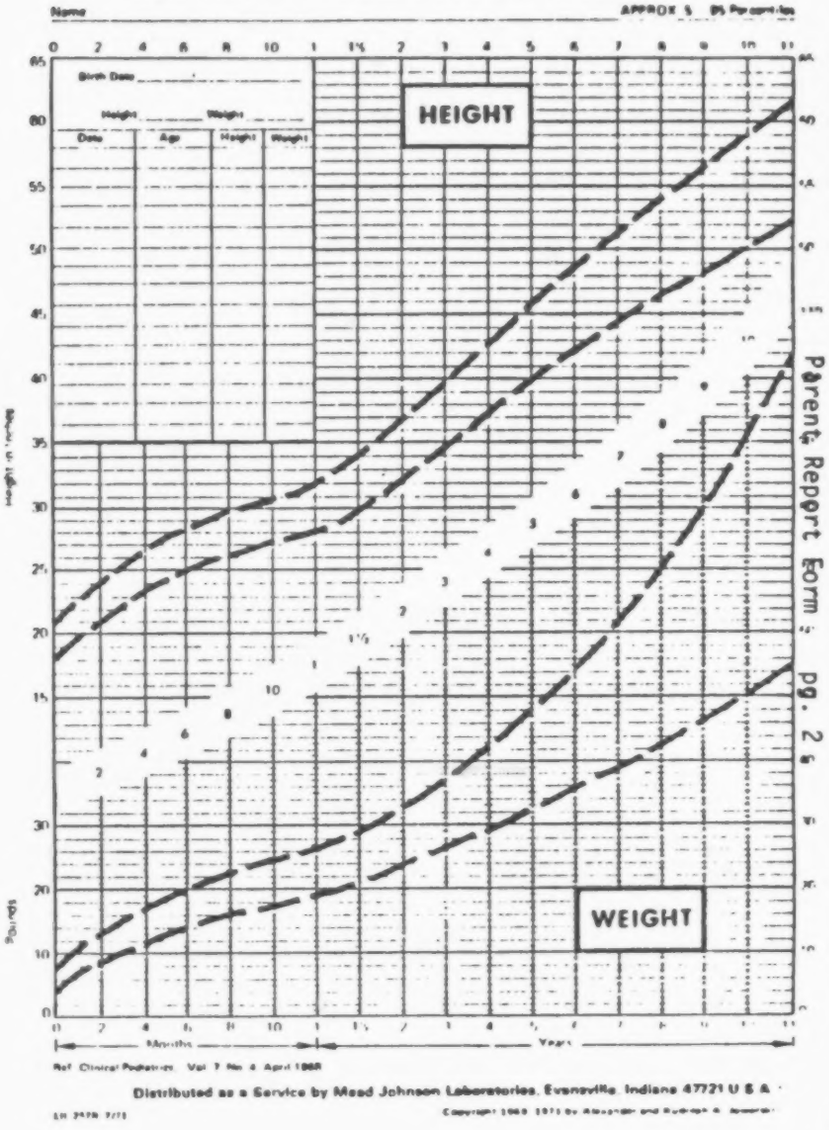
Peak pressure (+50 to -150)

Compliance (.2 to 1.6)

Physical Volume (.4 to 2.5)

Reflex - tested at 1000Hz - 105dB will be either "absent" or "present"

CONTINUOUS BOY–GIRL GROWTH CHART



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Parent Report Form - pg. 2a

Pre-School Screening Explanation

Each of the areas in the screening are important to future school success; therefore, you are encouraged to spend time with your child at home, providing opportunities for your child to practice the development of these areas. The parent resource booklet contains a description of each of the areas and provides several activities which will children develop these areas. There are many publications available in libraries and at book stores which contain many more developmental activities for young children.

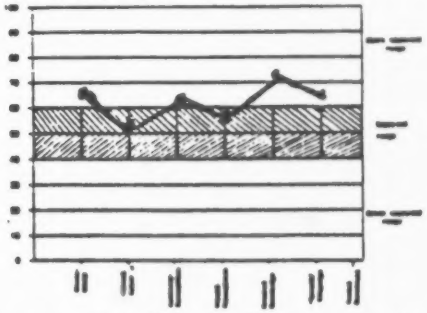
As part of our pre-school screening program, we obtained statistical information for each of the screening areas and for each going-to-school age level of the children. Your child's scores reflect how well he or she is doing in relationship only to other children who would be going to school during the same school year. In this way we can compare each child to an expected range of scores for that age level.

Screening results which are either above or below the expected range are an indication of a developing strength or a developing weakness in that area for that child. Areas of strength can be used as the foundation for further development, to introduce new areas of skill development, or to reinforce weaker areas. Weaker areas should also be given attention. These areas need to be specifically reinforced with home activities. They may also warrant further more detailed assessment. The enclosed graph indicates the expected range of performance for your child's age group. The X on the graph indicates where your child scored on each of the sub-tests on the day of the screening.

General Trends of Scores

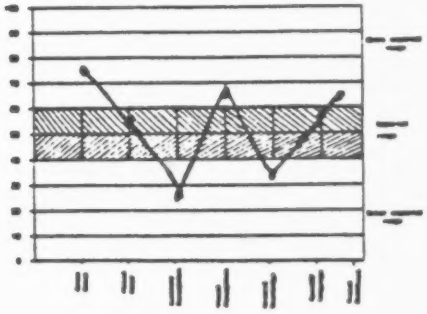
As you review your child's results, please keep in mind that this was only one assessment on one day. We feel fairly confident that our assessment will give us accurate information, but factors such as being tired, or being overly concerned about the assessment can cause a child's score to not be a real reflection of ability.

If your child's profile generally looks like this:



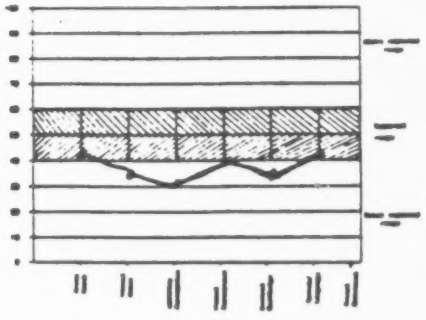
It means: These scores are all fairly close together. This child is performing in a consistent way and is at or above expected levels in all areas. This child is developing in an expected way for this age group. Parents should continue to provide home opportunities for further development in all areas.

If your child's profile generally looks like this:



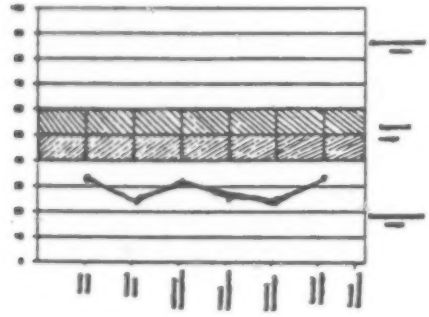
It means: These scores are very different from each other. There are high and low scores. This child has several weak areas which may contribute to learning problems in the future. Parents should provide specific activities which are designed to increase the noted weakest areas. Parents may also wish to contact area agencies which can provide additional developmental assistance.

If your child's profile generally looks like this:



These scores are all fairly close together. This child is performing in a consistent way but is in the lower levels of expected behavior. the lowness of these scores probably indicates that the child is still developing these abilities. This may be due to a summer or early fall birthday putting the child as the youngest in that school grouping. A potential kindergarten student with this profile might do well to wait and begin school the following year, thereby allowing a further year of growth and development. Parents should continue to provide home opportunities for further development in all areas.

If your child's profile generally looks like this:



It means: These scores are all fairly close together. This child is performing in a consistent way but is well below expected levels of development. We would recommend that a child with this profile be given additional and more specific assessment in these areas.

Hearing

The hearing portion of the screening is in two parts. The audiometer checks to see if the child can hear three different frequencies (1000, 2000, 4000HZ) at the loudness level indicated.

The second portion is a check of middle ear pressure. There is a great deal of research to indicate that increased middle ear pressure severely limits a child's ability to hear sounds clearly. This also interferes with reading ability.

Any noted failure in any of these areas should be followed by a second screening check in about two weeks and/or referred for a complete assessment.

Vision

The vision portion of this screening tests for four areas. Visual acuity is screening for distance vision; muscle imbalance is screening for even tension on the muscles on each side of the eye; binocular vision is screening to see if both eyes are working together; tracking is screening for jumpy or jerky eye movements or to determine if either eye turns outward.

The child should be referred to an eye specialist if there are any failures in any of these areas.

Speech/Language

This portion is divided into two sections. In articulation the child says the name of a number of objects. The score is for correct identification. The speech therapist also indicates if the child correctly pronounced the first and second phoneme of the words. In the Language portion the child is asked to respond to a series of statements, for example, "Show me your sock." They are also asked to repeat short four and five word sentences.

Borderline scores generally indicate a developmental delay. Younger children often grow out of these. Children with failing scores should be referred for a more detailed assessment.

Height/Weight

We have recorded your child's height and weight. Extremes in either of these areas should be referred to a physician for further assessment.

Northeastern Local School District

OFFICE OF THE BOARD OF EDUCATION
1414 BOWMAN ROAD, SPRINGFIELD, OHIO 45502
TELEPHONE (513) 323-7618

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JO ANN HULSIZER
TREASURER
CARL R. FRAZIER
SUPERINTENDENT

Dear Parent:

Your child recently participated in our pre-school screening program. We are currently revising this procedure to reflect a complete comprehensive screening for children from ages three to six years old. Because of this revision process, we were unable to provide you with specific screening result information on the day of the screening. We appreciate your patience in waiting for these results.

Enclosed are your child's screening results and some explanations about the screening areas. Please note that any areas not reported were not carried out for your child. We have reported here all the information we have at this time. Also enclosed is a brochure which describes area agencies which offer services to young children; and a parent resource booklet with suggested home activities.

If you have any questions or concerns about the screening, please contact me.

Cordially,

Dr. Anne M. Hyland,
Director of Curriculum & Instructiion

AMH/h

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APPENDIX C

AGENCY SURVEY and BROCHURE

1. Sample Agency Letter

2. Sample Agency Survey

3. Sample Agency Brochure

It is important to key the agencies to the areas noted on the screening results so that parents can make decisions regarding possible referral sites.

Northeastern Local School District

OFFICE OF THE BOARD OF EDUCATION
1414 BOWMAN ROAD, SPRINGFIELD, OHIO 45502
TELEPHONE (513) 328-7618

DAVID E. ENGLE
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JO ANN HULSIZER
TREASURER
CARL R. FRAZIER
SUPERINTENDENT

Thank you for taking the time to discuss your program with me.

As you know, we will be screening youngsters aged 3, 4, and 5 this spring in a variety of developmental areas. Possible screening areas include vision and hearing acuity, general health, gross and fine motor coordination, speech and language development, memory, perception, and social and emotional status. After the screening is completed, we will need to make a recommendation to parents concerning which local agencies will best serve their child's strengths and/or needs.

I would appreciate it if you could take a few more minutes of your time to complete the enclosed survey. Return it to me in the stamped self-addressed envelope. Your time will assist us in our efforts to better serve the pre-school youngsters in the Clark/Champaign County area.

Thank you.

Sincerely,

Sam Poston,
Screening Facilitator

SP/h

AGENCY SURVEY

1. What is the age range of clients that you serve? Are there age restrictions?

2. What geographical area does your agency serve? Where must a person reside in order to be eligible for your services?

3. How can parents access your agency's services? (Example) Is a professional referral necessary?

4. Please list the full range of services which your agency provides. Be specific about any services which would address the areas listed on the cover letter.

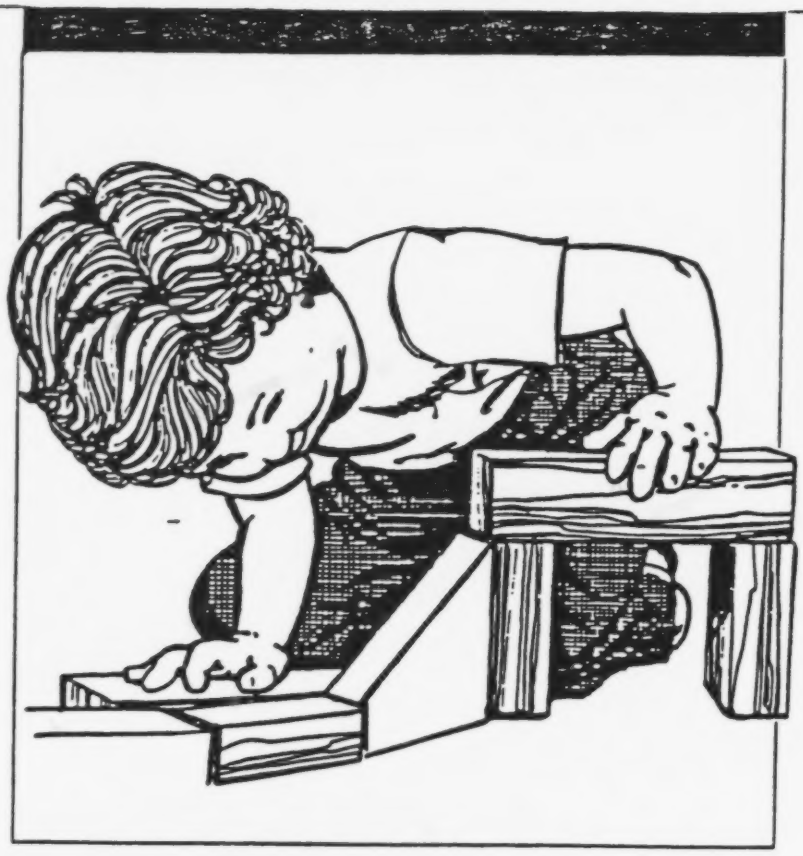
5. What are the costs of your various services? Will other carriers (health insurance, Title XX, Medicare, etc.) help to defray part or all of the cost?

6. What screening, if any, does your agency currently do with 3, 4, and 5 year olds?

7. How confidential is the information your agency generates? Do you share it with parents or other agencies?

PLEASE RETURN TO: SAM POSTON
NORTHEASTERN LOCAL SCHOOL DISTRICT
1414 BOWMAN ROAD
SPRINGFIELD, OHIO 45502

This art work can be used on your brochure if desired.



Early Childhood Support Agencies

The Early Screening Program has compiled information designed to be of assistance to parents of three, four and five year old children. The following is a list of agencies which provide services and/or programs for children in Clark County.

Records of the services provided by each of these agencies is highly confidential. Information is only shared upon a release form signed by parents/guardians.

Services are available by phone call to any parent who wants additional information or assistance in the area noted. **"Social Service Organizations"** is the heading in the yellow pages listing additional agencies which also provide services to older children or adults.

This simple chart matches agencies with services.	Speech/Language	Hearing	Vision	Health	Social Emotional	General Knowledge	Auditory Perception	Visual Perception	Visual Motor	Gross Motor
Catholic Social Services					X					
Clark County Board of Education				assessment only						
Clark County Health Department		X	X	X						
Family Life Education Program					X	X	X	X	X	X
Family Service Agency					X					
Logan-Champaign Guidance Center					X					
Mental Health Services					X					
Miami Valley Regional Center				materials available						
Miami Valley Child Development Center (Headstart)		X	X	X	X	X	X	X	X	X
Neighborhood Church Clinic	X	X		X						
Northeastern Preschool Learning Disabilities Class	X				X	X	X	X	X	X
Parents and Children Together						X				
Town and Country School	X				X	X	X	X	X	X
West Central Ohio Hearing/Speech Center	X	X								

Sample page layout of agency brochure

Catholic Social Services
641 East High Street
Springfield, Ohio 45505
325-8715

Serving all ages living in Clark, Logan and Champaign counties, Catholic Social Services provide aid with depression and emotional problems, parenting, placing infants for adoption, sexuality and growth, substance abuse, and an emergency program (aid with clothing, bills, housing, etc.) if declared an emergency situation.

Cost is done on a sliding scale fee based on family income. Counseling can be covered by health insurance.

Clark County Board of Education
1115 North Limestone Street
Springfield, Ohio 45503
325-7671

Early childhood services provided by the County Board of Education are early admissions testing and kindergarten screening programs. Children whose birthday falls after September 30th and before December 31st of the year that they would normally begin kindergarten or first grade may be tested for early admission to school upon written request of the child's parent or guardian.

Kindergarten screening is provided in all six local districts in Clark County. The purpose of the screening is to provide kindergarten teachers with information regarding the incoming students to assist them in curriculum development.

Clark County Health Department
301 South Fountain Street
Springfield, Ohio 45506
324-7692

The Health Department provides to all residents living outside Springfield and New Carlisle city limits, an immunization clinic and home visits to all ages free of charge.

They can also provide the same physical assessment, vision check, hearing, lice and scabies screenings for three, four, and five year old children that is provided in the county schools.

A well child clinic, dental clinic and physical assessment services are available based upon financial ability.

Family Life Education Program
Springfield City Board of Education
49 East College Street
Springfield, Ohio 45502
328-2088

Parents may be referred or by their own interest participate in this non-profit federally funded project. Children can receive the Denver Developmental Screening for three, four and five year olds, participate in developmental activities and receive stimulation in the areas of possible developmental delays.

Instructional classes are also available for parents which are held at locations throughout the county.

APPENDIX D

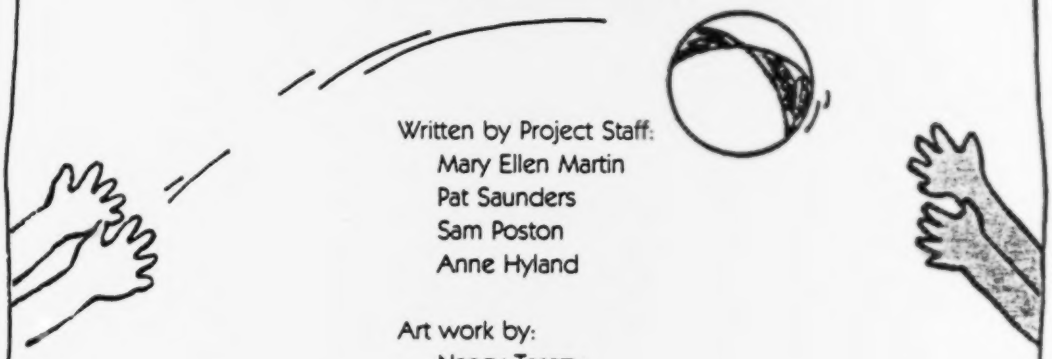
Home Learning Activities

Pages of activity booklet are printed here as quick reference. Booklet is indexed to the areas noted in the screening.

Balls are for catching:

Pre-School at home learning activities

Balls are for catching: Pre-School at home learning activities



Written by Project Staff:
Mary Ellen Martin
Pat Saunders
Sam Poston
Anne Hyland

Art work by:
Nancy Tarczy

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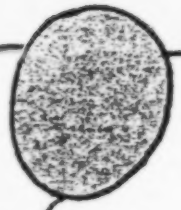

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Alphabet ..... Inside back cover

In order to facilitate library use of this publication, the following cataloging in publication is included.

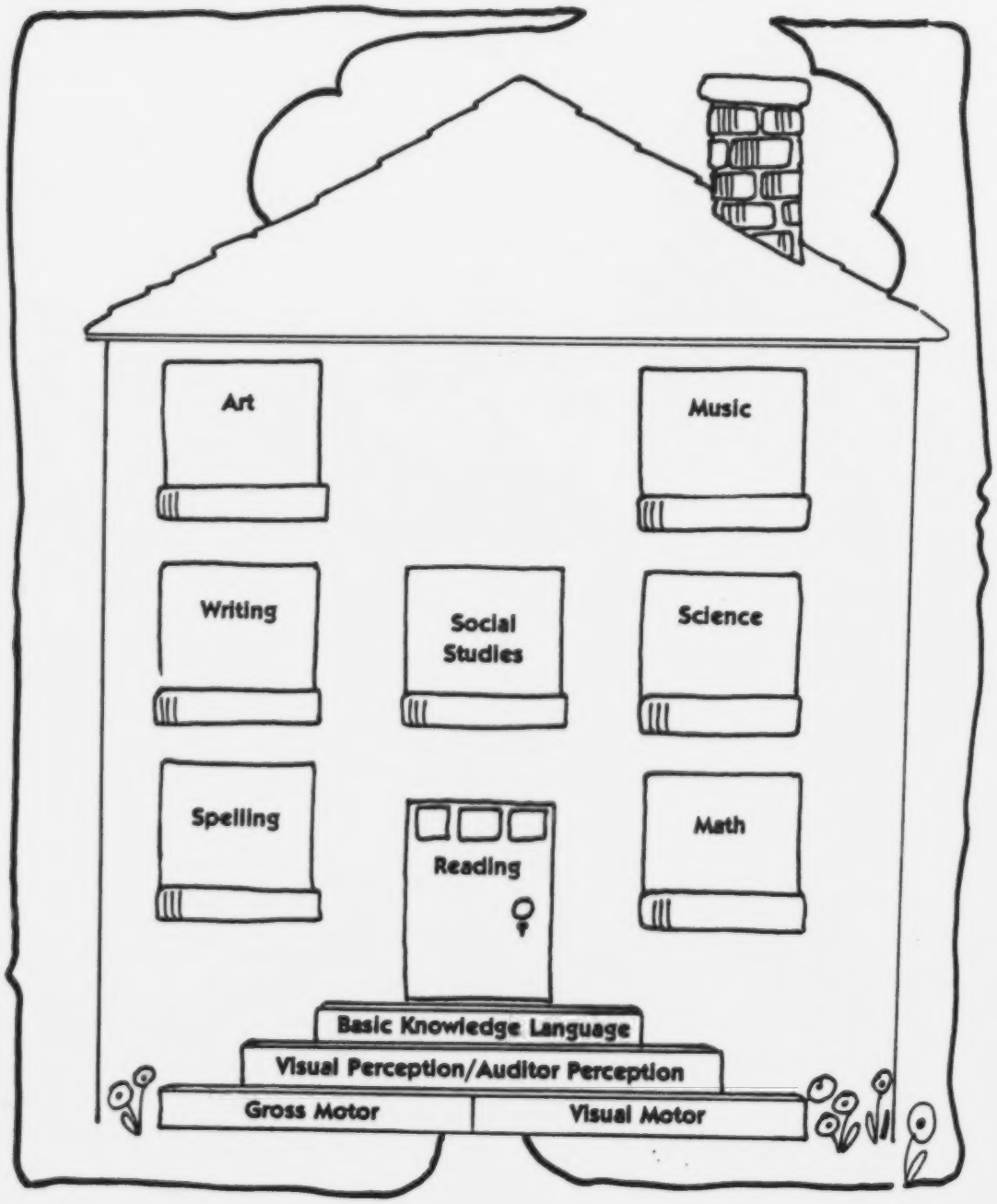
Martin, Mary Ellen; Pat Saunders, et. al
BALLS ARE FOR CATCHING: Pre School at Home Learning Activities. Northeastern Local School District, Springfield, OH 1986
40 p. illus. biblio.
Activities to encourage young children to improve gross motor, visual motor, visual perception, auditory perception, language, speech, general knowledge, learning strengths, and behavior approaches for parents.

1. Children-growth 2. Children-management
372.13 LB1440.2.I2

Introduction

The "Early Screening Program" tested some of the skills that educators have found to be important readiness skills. These skills are the "foundation skills" needed before a child can learn to read and write. If we compare these "foundation" skills to the foundation of a house, we can see the importance of these skills. Just as the sturdiness and strength of a house is dependent on the strength of the foundation, a child's future learning of such skills as reading, math, writing, spelling, and so on, is dependent on the strength of the "foundation" skills. The skills tested in the "Early Screening Program" include: Gross Motor, Visual Motor, General Knowledge, Visual Perception, Auditory Perception, and Language.

The purpose of this booklet is to give you some ideas of things you can do at home to help prepare your child for school. Children are very eager to learn during the preschool years. Try to make the learning experience fun and interesting. Because young children have short attention spans, try working for short periods of time, maybe 5 minutes at first, then gradually increasing the time to 15 minutes. It is better to spend several short time periods than one long one. Praise your child for his/her efforts! Young children try very hard to please and need our encouragement.


Art
Music
Writing
Social Studies
Science
Spelling
Reading
Math
Basic Knowledge Language
Visual Perception/Auditor Perception
Gross Motor
Visual Motor

March to music

Gross Motor

Gross motor skills are the large muscle and body movements that your child uses to move everyday, such as walking, running, hopping, skipping, etc. . . . Balance plays an important role in these movement skills. A child needs good balance to sit in a chair as well as walk across the floor without falling. The same part of the brain that controls the smooth movements of both sides of the body, controls the small muscle movement of the hands and eyes. The large muscle movement must be controlled before the small muscles can be developed. These small muscles are used when learning to read and write. Good large motor movements will also help improve a child's self-concept. It is embarassing to a child if he continually falls out of his/her chair or trips over his/her own feet.

WALKING ON A LINE AND BALANCE BOARD

1. Put masking tape on the floor, forming a straight line about eight feet long. Ask the child to walk on the line slowly, placing his/her heel next to the toe.

2. Walk backwards toe to heel.

3. Make a curved line with tape and have the child walk forwards and backwards heel to toe on the line.

4. March to music.

5. Place a 2" x 4" board on the floor. Practice walking forward and backwards heel to toe. The parent should stand at the end of the board and encourage the child to look at them instead of their feet.

6. Place a rope on the floor in a straight line, pretend to be a circus tightrope walker and walk forward, backwards, sideways, and scissor steps, (straddle rope and cross right foot over to the left side of rope, then cross left foot over to right side.)

7. Make shapes, curved designs, letters, etc. . . . with rope and practice walking on it.

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RUNNING AND SKIPPING

1. Whenever possible, challenge your child to run. Tell him/her to run to the garage or barn and back. Vary the distance each day.
2. Tell the child to run fast and slow.
3. Place objects, like a chair or cardboard box in various places in the house. Tell the child to run, gallop, skip, around the obstacle course.
4. Demonstrate hopping on one foot, (gallop). Do it slow, showing that you are taking a step/hop/step/hop etc. . . . Hold the child's hand and have him/her gallop with you.
5. Have a galloping race.
6. Show your child that a skip is a step-hop using both legs. Hold your child's hand and skip slowly.
7. Skip to music, such as "Skip To My Lou."
8. Have a skipping race.

HOPPING

1. Have the child stand on one foot. Stand in front of the child and hold both of the child's hands if (s)he needs help balancing. Encourage him/her to stand longer each time.
2. Stand in front of the child, holding both hands. Hop on one foot. Switch feet and hop. Encourage the child to hop alone. Count the number of times (s)he hops.
3. Pretend to be storks. Stand on one foot with hands on hips like wings. Try to keep balance longer each time.
4. Stand on tiptoes and walk around the room.
5. Pretend to be the Easter Bunny and hop around the room on both feet and then on one foot.

Play balloon volleyball and hit the ball back and forth

THROWING

1. Place a box, trash can, etc. . . . in front of the child. Practice throwing rolled socks, beanbags, paper wads, etc. . . . into the basket.

2. Throw a large ball into a box. Vary the distance the child stands from the target.

3. Stand several feet from your child. Tell him/her to look at you and to throw the ball to you. Vary the distance between you and the child. Use a large and small ball.

4. Throw paper airplanes.

5. Roll a ball at bowling pins or empty plastic pop bottles.

6. Set up empty plastic pop bottles and throw a ball at them. Count how many you knocked down.

CATCHING

1. Tie a balloon to a string and hang it from the doorway. Have your child practice hitting the balloon back and forth to you. Have him/her catch it.

2. Tie a wiffle ball to a string and hang it from the door. Swing it to the child and have him/her catch and hit it to you.

3. Play balloon volleyball and hit the balloon back and forth over a rope or chair.

4. Toss a beanbag or rolled sock to your child. Have him/her try to catch it in his hands.

5. Use a large ball (around 9") and practice throwing and catching.

6. Use a small ball, (tennis ball size), and practice catching the ball in the hands.

7. Show your child how to throw the ball against the house or a step and catch it in their hands. (A rebound net can also be used.)

Try to drop kick
the ball

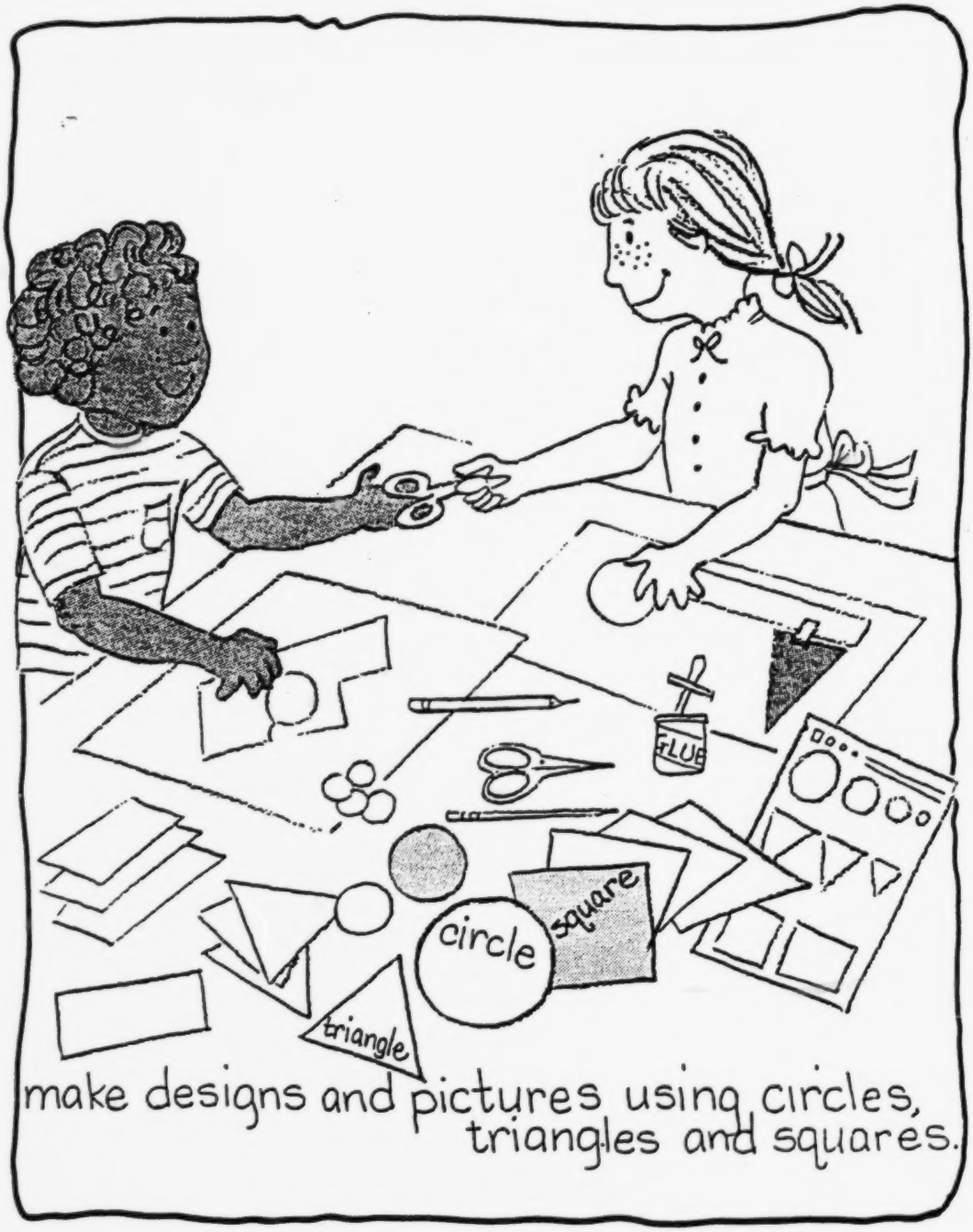
BALANCE

The following activities are included to help stimulate the inner ear system.

1. Have the child lie on his/her back, with arms stretched above his/her head. Have him/her roll sideways the length of the room as fast as (s)he can. Roll back the opposite way.
2. On a soft surface, practice forward somersaults.
3. Have the child sit on the floor, holding knees. Have him/her rock back and forth on his/her bottom.
4. Child stands on a smooth and level surface in stocking feet. Have the child place arms straight out and turn around for 15-20 seconds. Stand still and regain balance, then spin in the opposite direction.
5. Have the child get on his/her hands and knees. Have him/her raise his left arm off the floor; lift left leg; lift right arm; lift right leg; lift left arm and leg; lift right arm and leg; lift right arm and left arm and leg; arm and leg; lift right arm and leg.

KICKING

1. Place a large ball on the floor in front of the child. Have the child swing his/her leg and kick the ball.
2. Place the ball several steps away from the child, and have him/her walk up to the ball and kick it.
3. Slowly roll the ball to the child and have him/her kick it.
4. Tell the child to run to the ball and kick it. Roll it slowly towards your child at first, then increase the speed as their skill increases.
5. Play kickball.
6. Demonstrate a drop kick. Hold the ball, drop it, swing leg up to make contact with the ball.



make designs and pictures using circles, triangles and squares.

Visual Motor

The skills of reading and writing that your child will learn later in school, require the use of small precise finger and eye movements. These small muscle movements are among the last of the skills that the preschool age child learns. Strengthening the hand muscles and eye-hand coordination will help your child control his/her coloring, cutting and writing.

VISUAL-MOTOR: WRITING

Scribble on chalkboard. Make designs. Circle, triangle, square.

Make designs and pictures using the above shapes.

Encourage your child to hold a pencil between his thumb and pointer finger.

Draw shapes on paper. Magic markers are good for those children who have a hard time holding a pencil.

Allow the child to scribble with chalk on the driveway or sidewalk.

Let the child imitate drawing shapes in sand or dirt with a stick.

Trace around stencils, which can be purchased, or made at home.

When teaching your child to print his/her name, please make the first letter a capital and the rest of the letters lowercase.

For example	Rose	Tom
	James	Sarah

FASTENING CLOTHING

Provide extra practice in buttoning and zippering. Let him/her button and zip your coat.

squeeze
poke
pound
and roll
the playdough

For hand muscle activity clay or playdough can be purchased or home made.

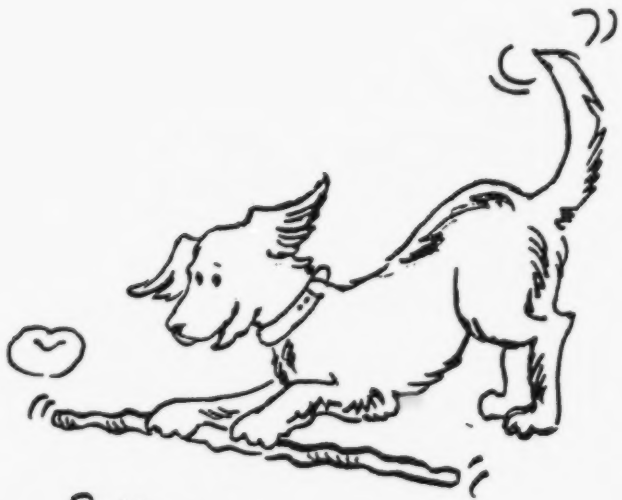
Use a surface that can be scrubbed or cover the table with a plastic table cloth or placemat.

As your child plays with playdough, show him how to roll out snakes, or how to roll round balls of clay in your hands. Encourage him/her to squeeze, poke, pound, and roll the playdough.

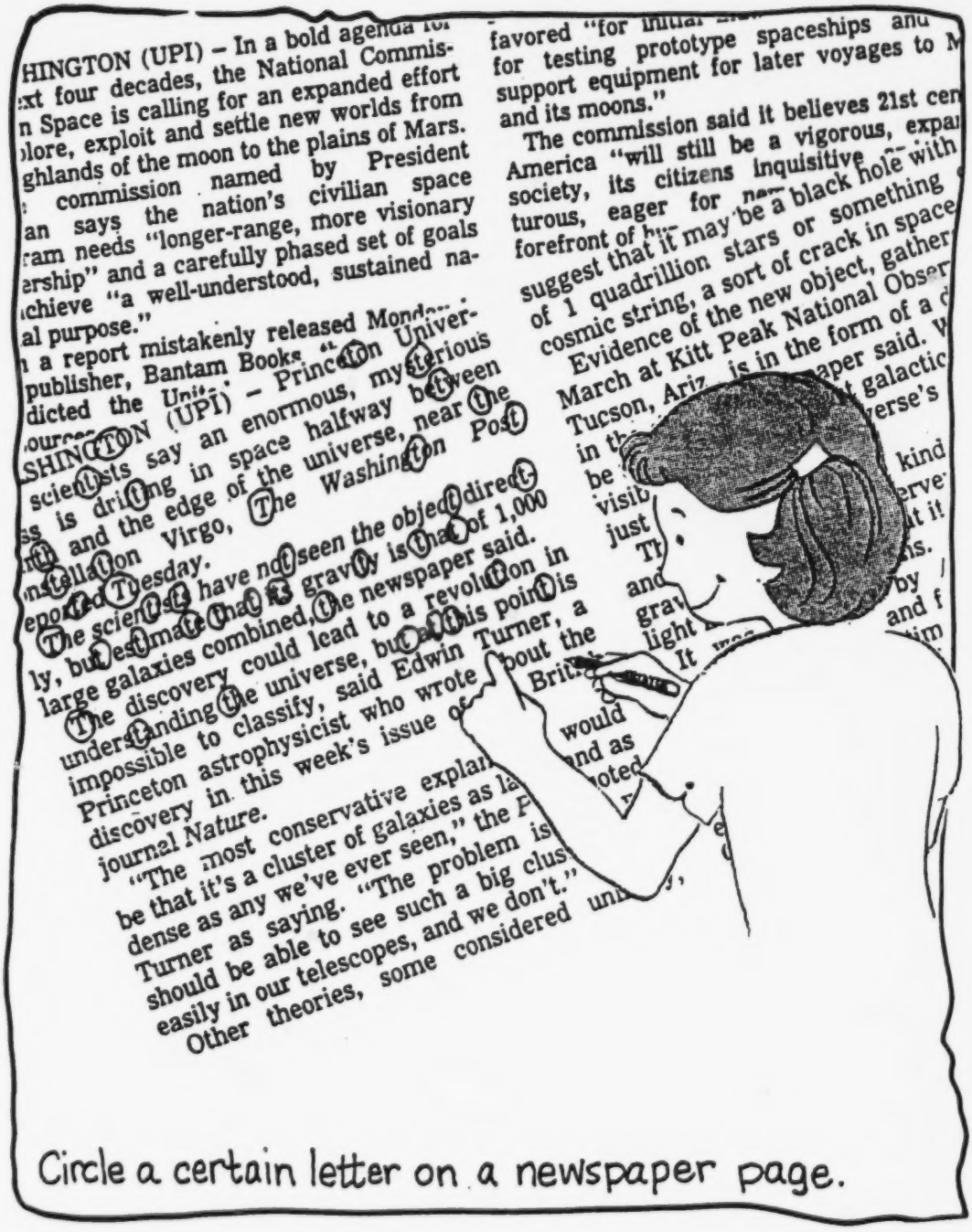
RECIPE:

2 cups flour	1/4 cup oil
2 cups water	4 teas. of cream of tartar
1 cup salt	food coloring

Add wet ingredients to dry, stir until well mixed. Pour it into a pan and cook over low heat until it is rubbery. Knead. Store at room temperature in a plastic container with a tight fitting lid.



Roll out a snake


HINGTON (UPI) – In a bold agenda fo
xt four decades, the National Commis-
n Space is calling for an expanded effort
plore, exploit and settle new worlds from
ghlands of the moon to the plains of Mars.
commission named by President
an says the nation's civilian space
ram needs "longer-range, more visionary
ership" and a carefully phased set of goals
chieve "a well-understood, sustained na-
al purpose."
n a report mistakenly released Mond
publisher, Bantam Books, "
dicted the Uni
SHINGTON (UPI) – Princeton Univer-
scientists say an enormous, mysterious
ss is drifting in space halfway between
rth and the edge of the universe, near the
nstellation Virgo, The Washington Post
eported Tuesday.
The scientists have not seen the object directly, but estimate that its gravity is that of 1,000
large galaxies combined, the newspaper said.
The discovery could lead to a revolution in
understanding the universe, but at this point is
impossible to classify, said Edwin Turner, a
Princeton astrophysicist who wrote about the
discovery in this week's issue of
journal Nature.
"The most conservative explan
be that it's a cluster of galaxies as la
dense as any we've ever seen," the P
Turner as saying. "The problem is
should be able to see such a big clus
easily in our telescopes, and we don't."
Other theories, some considered
favored "for initial
for testing prototype spaceships and
support equipment for later voyages to M
and its moons."
The commission said it believes 21st cen
America "will still be a vigorous, expan
society, its citizens inquisitive
turous, eager for
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suggest that it may be a black hole with
of 1 quadrillion stars or something
cosmic string, a sort of crack in space
Evidence of the new object, gather
March at Kitt Peak National Obser
Tucson, Ariz., is in the form of a
in the
be
visib
just
Th
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It
would
and as
noted
Circle a certain letter on a newspaper page.

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Visual Perception

A child needs to be able to see the likeness and differences in objects, pictures, and letters. These skills will help prepare him/her to see the likenesses and differences in printed words. These activities will help develop visual perception skills.

1. Gather a group of common things found around the house. Use 2 of each object, such as 2 pennies, 2 forks, 2 red crayons, 2 cups. Place the items in front of your child and have him/her match the like objects.

2. Cut out pairs of pictures from a catalog. Mix up the pairs and lay the pictures on the table. Ask your child to match the pictures that look the same.

3. Match the picture cards found in a deck of cards. Purchase children's card games that require the child to match pictures.

4. Draw shapes on the chalkboard and have him/her draw lines to the matching shapes.

5. Look for shapes in objects around the house, for instance, a rectangle window, circle table.

6. Write numbers and letters on a chalkboard and ask your child to match the letters.

7. Have your child circle a certain letter on a newspaper page.

8. As you drive along in the car, ask your child to look for certain signs, like McDonalds, stop sign, etc. . . .

9. Make 2 name cards for each of the family members. Have your child match the cards.

10. There are many workbooks available in the stores that work on matching pictures, shapes, letters, and words.

snapping fingers
ringing a bell
jingling keys
tearing paper
closing a door
clapping hands
tapping a cup with a spoon
stamping feet

Auditory Perception

In learning to read, the child must be able to distinguish the sounds (s)he hears in words, which in turn helps him/her learn to spell. Knowing how words begin and end, what vowel sounds they make, whether or not they rhyme, are all stepping stones along the path of learning to read and write. The games presented here build listening skills. First a child must learn to listen to the everyday sounds around him/her.

1. Take a walk outdoors and ask the child to name the sounds he hears. This could be done while riding in the car, walking in the grocery store, or waiting in line.
2. Have the child close his/her eyes and tell him/her to listen carefully to the sounds you are going to make. Make sounds such as:

   snapping fingers
   ringing a small bell
   tapping a pencil
   tap a cup with a spoon
   rattle keys
   crumple paper
   tear paper
   clap hands
   stomp feet

   Ask the child to name each sound.
3. Have the child put his/her head down on a table. Each time (s)he hears a certain sound, e.g. hands clapping, (s)he is to sit up. Use sounds like tearing paper, rattling keys, snapping fingers.
4. Have your child repeat and imitate how you say a sentence. Use a loud voice, a soft voice, high pitch, low pitch or emphasize certain words. Make up sentences like: Daddy doggy says "Bow, wow". Mommy Cat says, "Meow".
5. Say, "Tell which word is the real word", and say a pair of words, like: cat - zat; vell - well; cookie - mookie. The child should be able to tell you which one is the "real word". Make up other examples with your child.
6. Read nursery rhymes and point out the rhyming words.
7. Make up riddles and have your child think of the right answer. For example: I'm thinking of an animal that lives on a farm and gives us milk. It's name rhymes with wow. (Cow).
8. Read stories to your child and ask him/her questions about the story, e.g. What was the boy's name? What did he do in the story? Where did he go? Why did he do that?

See how many things you can find in a picture.....

9. Point out to your child that some words start with the same begining sounds. Have the child look for objects in the house that begin with the same sound as his/her name, or the name of other family members.
10. Cut pictures from old magazines that begin with a certain letter sound. Paste on construction paper and make an "ABC Book".

Language

A child needs to be able to communicate his/her thoughts and feelings to other people. The preschooler's vocabulary is constantly growing. Encourage your child to talk about things that you see and do. Read to your child and talk about the story and pictures. Children need to have listening and speaking skills to succeed in school.

1. Give your child a picture of a scene; let him describe what he sees and make him aware of how many things he is finding. Help him increase in observing and telling skills.

2. Follow up on trips to different places with recall of related events of the trip.

3. Form collections of objects, pictures and materials. Name objects and let the child assign categories. Also group pictures or objects by all basic concepts: hard-soft, short-tall, big-little, etc. Also, the child can sort the objects, pictures and materials by things that go in a house, belong in a store, zoo, etc. Then also identify objects that do not belong and tell why.

4. Read to your child. Perhaps nightly at bedtime. Buy or ask a librarian for stories which repeat certain words or phrases over and over again. When the child is familiar with the story, let him fill in the words when you stop. Have him retell the stories.

5. If you have a phonograph, buy children's records of stories and songs. Have him listen and encourage him to sing along, act out, or talk along with the record.

6. Help your child to expand his sentence structure by setting a good example. If he says "Her sees a dog", you may repeat, "Yes, she sees a dog", emphasizing the correct sentence without directly correctly the child.

Speech

Speech is a learning process. Children learn speech by imitating people in their environment. The entire family should strive to set a good example in speech for the child having difficulties. Articulation is the ability to pronounce words using the correct sounds.

The following are some suggestions to improve articulation.

1. If your child says "tookie" for cookie, simply repeat the word correctly for him. Do not force him to imitate you by repeating the word correctly. You are being a good speech model for the child.

2. Read to your child and discuss the story afterward.

3. Encourage your child to talk and show that you are interested in what he is saying.

4. Provide stimulation experiences, objects and pictures to talk about with your child (trips, shopping walks, etc.)

5. Encourage your child to listen to sounds and learn to identify them. (phone ringing, doorbell, traffic, etc.)

6. Motivate your child to develop speech. Don't accept grunts or gestures too quickly or your child may not feel speech is necessary.

7. Be careful not to show disapproval, embarrassment, irritation or amusement regarding his speech. Do not place undue emphasis upon his speech.

8. Make speech a happy, enjoyable situation for your child.

7
8
9
10
Use your imagination to think up things to count...
1
2
3
4

General Knowledge

General Knowledge is basic concepts that a child needs to know to be successful in school. These include such items as naming body parts, size concepts, (big, biggest, small, smallest), use of an object, name and address, etc. . . .

1. Name parts of the body and have your child point to them. Include easy ones such as eyes, nose, as well as more difficult: waist, heel, wrist, ankle, throat, chest, elbow. Play "Simon Says" and have him/her point to various body parts.

2. Use words to compare the size of objects, e.g. This cup is bigger than that cup. Use other words as: small/smaller, large, larger/largest, tall/tallest.

3. Cut out pictures of objects that belong to categories as: food, furniture, clothing, animals, people. Put two pictures that belong to the same category on the table, ask the child to find other pictures that belong with them.

4. Have your child practice saying his name and address and birthdate. Make a paper house and attach it to the refrigerator. Put your child's name and address on it. Make a birthday cake drawing and write your child's birthdate on it and draw the correct number of candles. Practice saying name, address, age and birthdate everyday.

5. Practice color names by having your child tell you the names of colors of his/her clothing everyday. Play games like "I See Something" and use color names. Name the colors of the crayons or food that is served.

6. Count objects around the house. Count the number of spoons, cups, etc. . . . needed for supper. When waiting on a traffic light, count the number of cars that pass by you. Use your imagination to think up other things to count!

Behavior

PARENTS ARE PARTNERS in the learning of children. Parents, more than anyone else, are closest to a child in the early years and are most able to direct the child's emotional development. Parents are the early "teachers" who have the opportunity to introduce the child to ideas, curiosity, and consideration, imagination, and a belief in their own ability to grow and to be successful.

When a problem arises:

2. TAKE ACTION: Think up some ways you can help teach your child to correct the behavior. Write down you ideas.

   For example: Explain that people are not for hitting; or toys are to be shared; or when you are upset with your sister you need to explain to her with your words why you are upset.

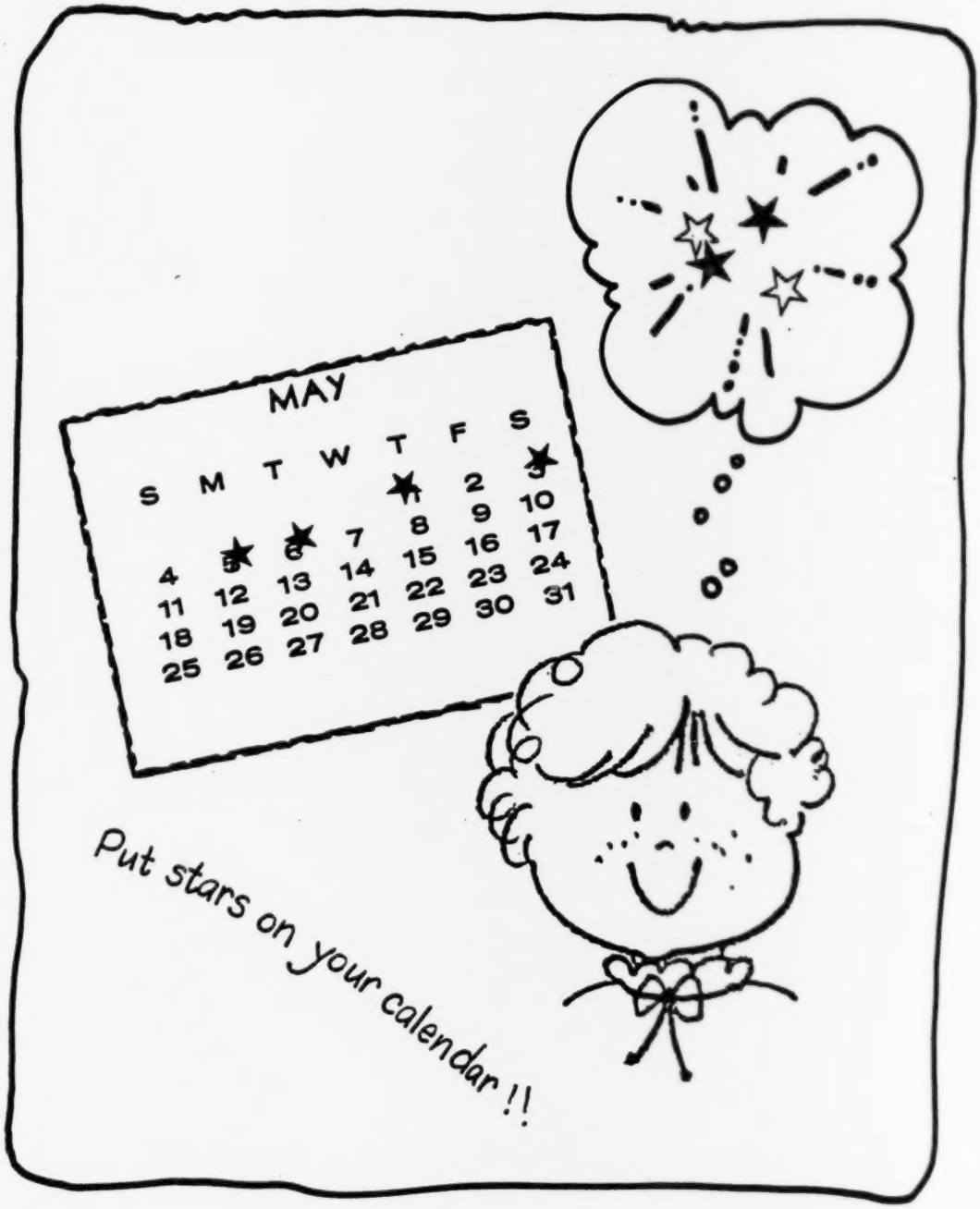
3. DEVELOP A PLAN:

   1) Make up a RULE. For example: You will get along with each other without arguing or fighting.

   2) Decide on a consequence. (Sit in quiet corner for 5 minutes.)

   3) Decide on a reward. (Put a sticker or star on the calendar each day your child refrains from fighting.)

4. TAKE ACTION: Explain the rule to your child. Always do this in a calm voice. Children are learning. They do not know what appropriate behavior is, you need to explain to them what you do want them to be doing. Only describing what they did that was wrong does not teach them what they should have been doing instead. Explain the consequences for not following the rule and the reward. If the child follows the rule be sure and notice the good behavior and give the reward. If he fails, be sure and follow through with the consequence. BE CONSISTENT AND ALWAYS FOLLOW THROUGH. This is the key to changing behavior. In order to make long-lasting changes in your child's behavior, you must back up your words with actions. By doing what you said you would do, you are sending an important message to your child: "I love you too much to allow you to misbehave."


MAY
S M T W T F S
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31
Put stars on your calendar!!

Following Directions

Following directions is a problem that many parents have with their children. You can tell your child something once, twice or three times and your words seem to be completely ignored. Always be very calm when speaking to your children. Make certain that it is possible for the child to do what you are asking.

1. Walk over to your child, look him/her straight in the eyes, then give your direction in a calm voice. Break down your directions into small steps, do not give long directions, as young children have a difficult time remembering two or three things.

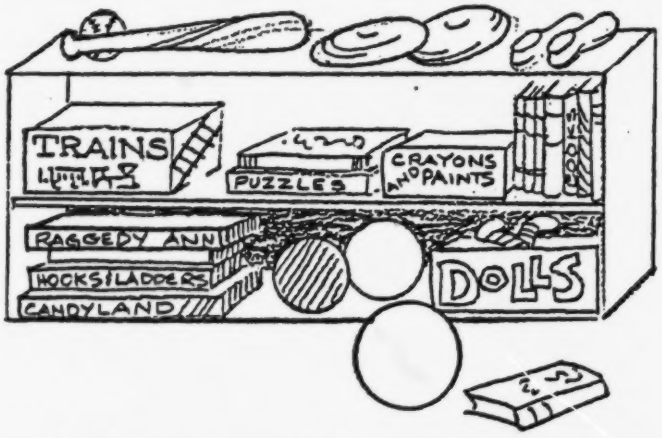
2. Use the "broken record" technique. Repeat your direction three times. If your child still doesn't listen, offer a consequence as a choice.
   For example: Tommy, chairs are for sitting in, not for jumping in. Jumping is done outside.
   Tommy, I want to see you sit in the chair.
   Tommy, you can only sit in the chair.
   Tommy, you have a choice. Sit in the chair or you will need to sit in your room for 10 minutes while you think about how chairs are to be used.

   If Tommy does stop jumping on the chair before he needs to sit in his room acknowledge the correct behavior, "Thank you, Tommy. Chairs are for sitting in." Don't say "That's a good boy." His goodness does not come from doing things that please you. This was just a lesson in how to use chairs in the right way.

3. Give a direction, then count to three. Always do this in a calm voice.
   For example: "Put your coat on." (No response.) "Put your coat on before I count to three . . . one . . . two . . . three."

4. Set a timer and then walk out of the room.
   For example: "Pat, pick up your toys. I'm going to set a timer for ten minutes. When it goes off, I expect to see all the toys inside your toy box."

If your child won't give up, walk out of the room.



Verbal Problems: Whining, Talking Back

Verbal problems usually occur when the child cannot get his/her own way. The child will whine, cry, argue or shout in an attempt to get you to give in to his or her demands. The child must learn to communicate his/her wishes in a normal tone of voice, then accept whatever decision you, the adult, makes. Here are some ideas. Always talk to children in a CALM VOICE.

1. Explain to your child exactly how you expect him or her to communicate what is wanted. For example: "I want you to come to me and talk to me in a normal tone of voice when you want something. I do not like to hear you yelling."

2. Role play and teach your child the proper words to use in different situations. (e.g. "May I have a cookie?").

3. Give feedback when your child whines, cries, etc. . . . ("You're whining again. We have already talked about this and decided that the cookies are for after dinner. You can not have a cookie now. I will not change my mind.")

4. If your child won't give up, try to ignore the whining or yelling. Walk out of the room or turn on the radio.

5. Do not give in to a child who whines or yells his/her demands. Explain that you will only listen to your child if (s)he speaks in the proper way.

Bedtime Routine

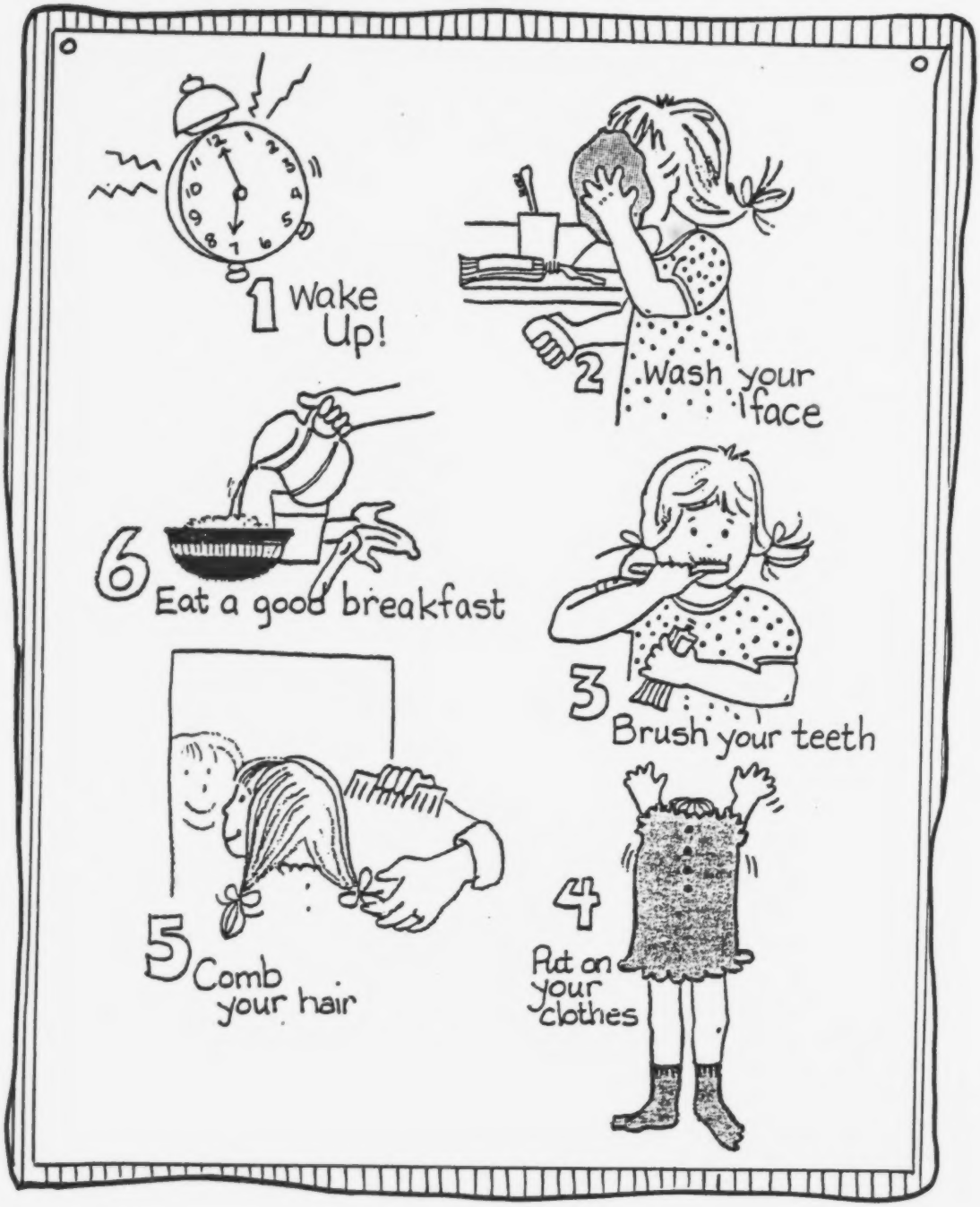
The key to solving bedtime problems is to set up a routine and follow it. A child cannot be forced to fall asleep, but you can insist that they are in bed at a certain time. Allow your child to look at books or play with quiet toys for awhile. Sooner or later, (s)he will grow tired and fall asleep. Try these suggestions:

1. Set a daily bedtime.
2. Set a routine, like bathing, brushing teeth, getting ready for tomorrow, storytime.
3. Warn your child that bedtime is approaching or set a timer 15 minutes before bedtime. When the timer rings (s)he must get in bed.
4. Provide quiet activities to help your child wind-down before bedtime.
5. Play soft music or a tape recorder.

Picking Up Toys

Young children do not understand what an adult means by "putting things away." At first, you will need to demonstrate picking up toys and putting them in the area you want them. Some ideas:

1. Paste pictures on boxes of the type of toys you want in each box, e.g. a box with a car picture, a block picture, a doll picture. Place these boxes in a designated place, like a toy shelf or toy closet. Show the child how to pick up the toys. Offer praise, "Billy did a great job of putting his toys away."
2. Offer praise when your child attempts to clean up his/her toys. Remember that what adults think is a mess is not the same as what children think is a mess. Be specific — and always be CALM. If you want all the toys AND all the clothes put away you need to mention both.
3. Putting things away is a categorizing task and is not easy on young children. Sit in the room and calmly talk the child through the task several times. "That is a puzzle. Where do puzzles go?" "That is a shoe. Where do shoes go?" Let the child put one away before identifying the next item. This will take longer than if you did it yourself, but the child will learn this way and be able to put his or her own things away sooner. Point out items that (s)he missed. Make a game of finding toys left out, "I see something over by the chair, do you?" Praise him/her for putting it away.


1 Wake Up!
2 Wash your face
3 Brush your teeth
4 Put on your clothes
5 Comb your hair
6 Eat a good breakfast

Morning Routine

What can you do to guide your family toward a peaceful morning routine? Set a specific time for everyone to get up, wash, dress and eat breakfast. Here are some ideas:

1. Draw pictures of the morning routine and hang in your child's bedroom. Number each step.
   For example: 1) Wash face. 2) Brush teeth. 3) Put on clothes. 4) Eat breakfast.
   Go over the chart with your child.

2. Look around your child's room. Try to make the room a place where the child can take care of most of his or her own needs.
   For example: Lower the clothes rod in the closet, have the youngest child use the lowest drawers, provide a step stool for the bathroom sink, adjust light switches for short people, place bathroom cup dispensers where children can reach them, place towel and wash cloth bars low enough in the bathroom, provide enough shelves or toy boxes to hold all the things that the child has.

3. Help your child lay out the clothes, shoes, boots, mittens, jackets, and other belongings needed for school or for the sitter. Do this the night before. Schedule this activity into the regular bedtime routine. Place these items in a box or in another specific location each night.

4. Give a 10 minute warning before its time to leave.

Learning Strengths

A parent's role with a bright preschooler is especially important, because the patterns of support and communication that you establish early will nurture your child throughout his or her life.

People who study bright creative adults have found some factors seemed to appear quite often in the families and homes of these people when they were children:

1. Valuing the child as an important individual. Their opinions were listened to and respected. Time was spent discussing ideas with the child.

   This helps to build a healthy sense of self. The child feels important and valued as a person. It is easy to fall into the pattern of centering most discussions around the child's school "products" (homework, special projects etc.) This can lead the child into thinking that his/her value as a person is directly related to the quality of his/her products. Take time to talk with your child apart from the "products." Statements like "You're too smart to do that!" or "As bright as you are, you should know better!" put negative emphasis on a child's abilities. Downplaying a child's special abilities is a common mistake also.

2. Providing opportunities for creative and mental growth. They provided a stimulating home environment rich in fantasy and fun. Children had the freedom to explore the household for items of interest and to make creative use of those items.

3. Learning responsibility and decision making as a young child. These skills were learned gradually in a closely monitored environment before the child had to confront the many decisions of adolescence.

   Decision making is learned in numerous small ways. One mother has always given the child alternative choices for lunch, for dessert, for clothes to wear shopping or ways to spend an afternoon. By helping the child think through the alternatives and make the choice, beginning skills of decision making were being developed.

   These skills are learned in an environment that gives the child latitude with accountability.

4. Encouraging the child to take risks. Children were encouraged to take risks, to go beyond ordinary limits, to set high sights — even if that sometimes resulted in failure. This requires much encouragement from the family, including role-modeling. Showing our kids that we are not afraid to make attempts at new ideas or activities is one way to do this. Another way is to encourage your child to read high adventure stories. Or in the case of a very young child, select strong action/strong character materials to read to him or her.

5. Good adult models (or significant others) were close by while the child was growing up. Sometimes this role was supplied by the parent, sometimes by someone in the extended family and sometimes by someone from school, church, the community or the parent's friendship circle. These adult models will often share the child's interest and introduce the child to other interesting people. The adult models also see the child as a valuable person and encourage the child to try out new ideas. They let the child know in many ways that they believe in them and their abilities.

6. Showing love and affection for the child. Parents can love a child dearly but forget to communicate that feeling to the child verbally and through action. Sometimes it is difficult to remember that the adult-like conversation came from a pre-schooler who now needs a big hug! It is important for fathers to show love to their children as well as mothers. Your child is never too old to be hugged regularly and told "I love you."

SOURCES FOR MORE IDEAS

The following is a brief list of sources we have found useful for a child's learning and in dealing with a child's behavior. Public libraries have many more items and use the subject heading of *CHILDREN.* Check their materials often for new materials you can use.

Ames, Louise Bates, and Joan Ames Chase. *Don't Push Your Pre-schooler.* New York: Delacorte Press, 1980

A book that will help parents understand their child's behavior. The authors recommend that parents relax and enjoy their pre-schoolers. The book also describes clues to determine if a child is ready for kindergarten and first grade.

Ames, Louise Bates, and Frances L. Olg. *Your Two Year Old, Your Three Year Old, Your Four Year Old, Your Five Year Old, Your Six Year Old.* New York: Delacorte Press, 1979

A series of books that describe the characteristics and stages of development of each age. The authors give tips on how to deal with the stages all preschoolers go through.

Bergstrom, Joan, *School's Out - Now What? Creative Choices For Your Child,* Ten Speed Press, 1984

Activities and explanations to focus children's out-of-school time on activities, events, and responsibilities which help them to grow into the decent human beings we hope they will become.

Canter, Lee, et al. *Assertive Discipline for Parents: Resource Guide,* Santa Monica: Canter & Associates, 1985

Everything you need to develop a discipline plan and put it into action — practical ideas, contracts, awards to present to your child, behavior charts and stickers.

Caplan, Frank, *Parent's Yellow Pages,* New York: Anchor Books, 1978

An alphabetical "reference" of places to visit and see, organizations and services available to assist parents, offer information, or suggest ways to answer questions which parents often have. Lots of positive suggestions.

Cole, Ann, et al. *I Saw A Purple Cow and 100 Other Recipes For Learning.* Little, Brown and Co., 1972

At home and in the car activities for children. These are coded for math readiness, reading readiness, traveling or waiting, sick in bed.

Dobson, James. *The Strong-Willed Child.* Wheaton: Tyndale House Publisher, 1982

A practical "how to" book on discipline. The author describes children who are "strong-willed" and gives suggestions on how to deal with them.

Dreikurs, Rudolf. *Children The Challenge.* New York: Meredith Press, 1964

A rather dated but excellent source. Dr. Dreikurs shows how to encourage your child. The goals of a child's misbehavior as well as logical and natural consequences are also covered.

Dreikurs, Rudolf. *Parents Guide to Child Discipline.* New York: Hawthorne Books, 1970

An approach to child-rearing known as "logical consequences", is described in a down to earth, easy to follow format. The book describes various discipline problems and possible solutions to try.

Fontenelle, Don H. *Understanding and Managing Overactive Children.* Englewood Cliffs: Prentice-Hall, 1983

The possible causes of overactivity are discussed as well as methods of treating it. The authors describe easy to apply management techniques that work on short attention span, restlessness, sassiness, and stubborness.

Gardner, Richard A. *The Boys And Girls Book About Divorce.* New Jersey: Creative Therapeutics, 1985

A good book to read and discuss with an older pre-schooler or elementary age child who has experienced parental divorce. A related book, *The Boys and Girls Book About Stepfamilies* is also excellent.

Gardner, Richard A. *Understand Children.* New Jersey: Creative Therapeutics, 1979

The book is a question and answer format to guide parents in child rearing.

Gifted Children Newsletter: For The Parents of Children With Great Promise. Sewell, New Jersey: Gifted & Talented Pub.

$24.00 per year, excellent, readable, lots of very practical ideas and articles.

Gifted and Talented Publications
213 Hollydell Drive
Sewell, New Jersey 08080

Ginott, Haim G. *Between Parent and Child.* New York: The MacMillan Company, 1965

Concrete suggestions for parents on how to talk with their children and deal with their behavior. Paper back edition: Avon, 1969

Gordon, Thomas. *Parent Effectiveness Training.* New York: Peter H. Wyden, Inc., 1970

Dr. Gordon's emphasis is on developing good communication skills and understanding the feelings of parents and children.

Guarendi, Raymond N. *You're A Better Parent Than You Think! A Guide To Common-Sense Parenting.* Englewood Cliffs: Prentice-Hall, 1985

Covering the most troublesome problems of parenthood, this book is full of real, sensible, down-to-earth guidance. It helps restore your self-confidence, teaches you the ins and outs of parenting by offering examples of true life situations and how to deal with them in a "common sense" manner.

Hass, Carolyn B. *The Big Book of Recipes For Fun.* Northfield, Ill.: CBH Publishing, 1980

A collection of activities to do with children. Included are Arts and Crafts, Early Learning Games, Music, Nature Activities, Science, Holiday Fun and Cooking Activities.

Kelly, Marguerite and Elia Parsons. *The Mother's Almanac.* Garden City: Double Day, 1975

A comprehensive book on child care written from a mother's point of view. The authors compiled practical suggestions from their own experience in raising seven children. This witty and thorough book covers the realities of motherhood from diapering to mealtime manners.

Marzollo, Jean, *Learning Through Play,* Harper & Row, 1972

The emphasis of this book is on helping preschoolers learn at home. It is for parents and is filled with activities which are easy normal things for preschoolers to do. They focus on building respect, affection, and attentiveness between child and parent.

Singer, Wenda G. et al. *Real Men Enjoy Their Kids.* Nashville: Abingdon Press, 1983

This book is for men who want to spend more quality time with their children. It includes specific activities in which men and children can share and grow closer.

Yellow Pages of Learning Resources, GEE! 1214 Arch St., Philadelphia, Pa. 19107

Filled with suggestions for using cities and the local area for learning opportunities—places to go and what to do when there ... like the bakery, T.V. repair shop, junk yard, hardware store and the like.

Zimbardo, Philip G. et al. *The Shy Child.* New York: Doubleday and Company, 1982.

The authors explore every aspect of shyness in children, its causes, effects and newly discovered strategies that offer hope for treating it successfully. The book offers suggestions on encouraging self-confidence, and building trust and self-esteem.

Parents may wish to help students write their names. These samples will help you, by showing you the correct formation of the first letter of each name which is capitalized, and succeeding letters which are not. Do not be concerned with spacing or lines at this time.

Write like this	Don't write like this
Jane	JANE

APPENDIX E

Station Booklets

Pages of all station booklets are printed here as a quick reference.

Please refer to page 13 of this manual for specific instructions to produce the station booklets.

** Note: It is suggested that the individual pages be folded to resemble a "pup tent" in order to facilitate the test procedure.

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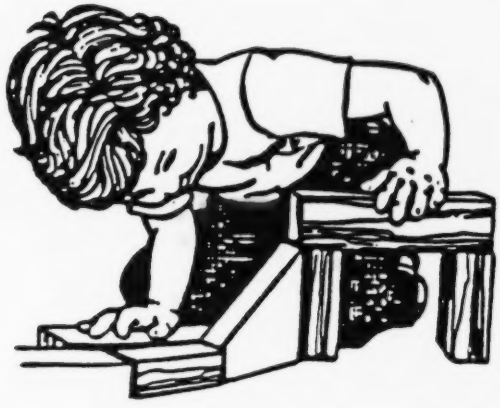
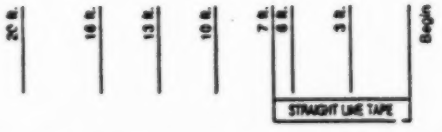


GROSS-MOTOR

THIS STATION IS SET UP ON THE OPEN FLOOR. MARK THE FLOOR WITH ANY TYPE OF TAPE THAT WILL BE ABLE TO BE REMOVED EASILY WHEN FINISHED. THE ONLY TAPE THAT MUST BE CLEARLY VISIBLE TO THE CHILD IS THE STRAIGHT LINE ON WHICH TO WALK.



MATERIALS NEEDED: MASKING TAPE, WATCH WITH A SECOND HAND OR A STOPWATCH, BEANBAG, 9" PLAYGROUND BALL, TENNIS BALL, CARPET SQUARE TO SIT ON IF THE AREA IS NOT CARPETED.

DO NOT BEGIN THE CHILD WITH THIS SUBTEST. THEY ARE OFTEN SELF-CONSCIOUS AT THE BEGINNING OF THE SCREENING PROCESS.

CHILDREN MAY WORRY ABOUT BEING HIT WITH THE BALL OR MAY BE DISTRACTED BY OTHER THINGS HAPPENING IN THE AREA. DEMONSTRATE EACH OF THESE ITEMS. THE CHILD SHOULD BE GIVEN THREE OPPORTUNITIES TO ACCOMPLISH EACH ONE IF NEEDED.

DIRECTIONS: CHILD SHOULD STAND ON ONE FOOT.

DEMONSTRATE AND SAY, "STAND ON ONE FOOT LIKE THIS." SCORE 0 OR 1 FOR EACH ITEM.

1. CHILD STANDS ON ONE FOOT FOR THREE (3) SECONDS.
2. CHILD STANDS ON ONE FOOT FOR NINE (9) SECONDS.
3. CHILD STANDS ON ONE FOOT FOR FIFTEEN (15) SECONDS.
4. DEMONSTRATE AND SAY, "STAND ON ONE FOOT WITH YOUR EYES CLOSED LIKE THIS."

CRITERIA: CHILD STANDS ON ONE FOOT WITH EYES CLOSED FOR FIVE (5) SECONDS.

DIRECTIONS: CHILD SHOULD HOP ON ONE FOOT.

HAVE CHILD STAND AT BEGINNING OF LINE. DEMONSTRATE HOPPING ON ONE FOOT AND SAY, "HOP ON ONE FOOT LIKE THIS AS FAR AS YOU CAN GO." IF THE CHILD GETS TO THE SIX-FOOT MARKER SAY, "TURN AROUND AND HOP BACK TO ME ON THE OTHER FOOT."

SCORE: 0 OR 1 FOR EACH ITEM.

5. CHILD HOPS FORWARD ON ONE FOOT FOR TWO HOPS.

6. CHILD HOPS FORWARD ON ONE FOOT FOR 3 FEET WITHOUT STUMBLING OR PUTTING THE OTHER FOOT DOWN.

7. CHILD HOPS SIX FEET ON ONE FOOT, SWITCHES FEET, AND HOPS BACK TO YOU. STRICT SCORING.

DIRECTIONS: CHILD SHOULD WALK. THIS WILL BE DONE ON THE SEVEN-FOOT LINE OF MASKING TAPE ON THE FLOOR.

SCORE: 0 OR 1 FOR EACH ITEM.

8. DEMONSTRATE AND SAY, "WALK ON YOUR TIPTOES LIKE THIS. PASS: THREE STEPS ON TIPTOES.

9. DEMONSTRATE WALKING ON THE LINE, HEEL TO TOE, AND SAY, "WALK LIKE THIS, PUT ONE FOOT IN FRONT OF THE OTHER." PASS: CHILD WALKS FORWARD PLACING HEEL WITHIN TWO INCHES OF THE TOE FOR THE LENGTH OF THE TAPE.

10. DEMONSTRATE WALKING BACKWARDS TOE TO HEEL AND SAY, "WALK LIKE THIS, PUT ONE FOOT BEHIND THE OTHER." PASS: CHILD WALKS BACKWARD, TOE WITHIN TWO INCHES OF HEEL, NO STUMBLING FOR LENGTH OF TAPE.

11. DEMONSTRATE WALKING IN SCISSOR STEPS ACROSS LINE. SAY, "WALK WITH YOUR LEGS CROSSING THIS LINE, LIKE THIS." PASS: CHILD WALKS ENTIRE LENGTH OF TAPE WITH SCISSORS STEPS WHILE MAINTAINING BALANCE.

DIRECTIONS: CHILD SHOULD CATCH DIFFERENT ITEMS.

HAVE THE CHILD SIT ON THE FLOOR, LEGS CROSSED. DO EACH ITEM THREE TIMES. THE CHILD CAN SIT ON THE FLOOR ABOUT ONE FOOT AWAY FROM THE WALL OR IN SOME OTHER WAY. HAVE A BACKSTOP SO THE BALL CAN BE RETRIEVED EASILY. POSITION YOURSELF SEVEN (7) FEET AWAY FROM THE CHILD. SAY, "NOW WE ARE GOING TO PLAY CATCH WITH DIFFERENT THINGS." SCORE 0 OR 1 FOR EACH ITEM. 2 OUT OF 3 TIMES TO PASS.

12. CHILD SITS ON THE FLOOR. SAY, "CATCH THE BEANBAG." PASS: CHILD CATCHES WITH ARMS AGAINST BODY OR IN HANDS. TRAPPING THE BALL AGAINST THE FLOOR OR THE LAP IS NOT A PASS.

13. SAY, "CATCH THE BALL." BOUNCE THE 9" PLAYGROUND BALL HALFWAY BETWEEN YOU AND THE CHILD. PASS: CHILD CATCHES THE 9" PLAYGROUND BALL IN BOTH HANDS WITHOUT USING THE CHEST OR BODY.

14. SAY, "CATCH THE BALL." TOSS THE BALL TO THE CHILD WITHOUT BOUNCING. PASS: CHILD CATCHES THE 9" PLAYGROUND BALL IN BOTH HANDS WITHOUT USING THE CHEST OR BODY.

DIRECTIONS: CHILD SHOULD THROW BALL.

HAVE THE CHILD STAND AT THE TWENTY-FOOT MARK AND SAY, "THROW THE TENNIS BALL TO ME."

SCORE: 0 OR 1 FOR EACH ITEM.

15. BALL GOES BEYOND SEVEN-FOOT MARKER "BEFORE HITTING THE FLOOR."

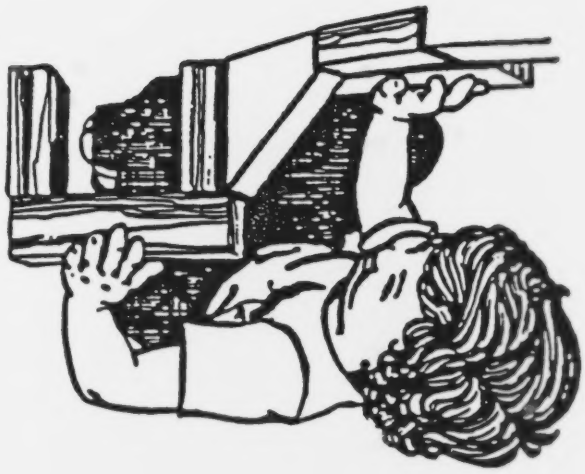
16. BALL GOES BEYOND THE TEN-FOOT MARKER "BEFORE HITTING THE FLOOR."

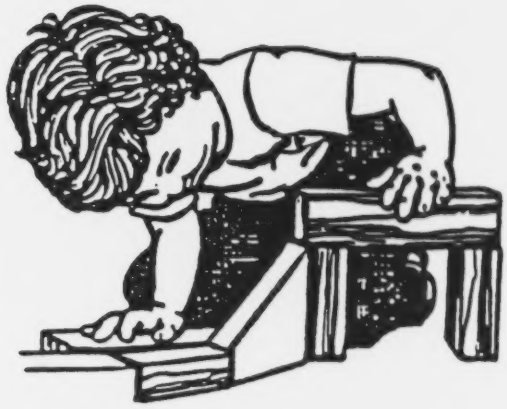
17. BALL GOES BEYOND THE THIRTEEN-FOOT MARKER "BEFORE HITTING THE FLOOR."

18. BALL GOES BEYOND THE SIXTEEN-FOOT MARKER "BEFORE HITTING THE FLOOR."

19. BALL GOES BEYOND THE TWENTY-FOOT MARKER "BEFORE HITTING THE FLOOR."

NOTE: THESE ARE CONSECUTIVE. IF #19 IS ACHIEVED, CHILD RECEIVES CREDIT FOR #15 THROUGH #18 AS WELL.





VISUAL-MOTOR

THIS STATION IS A TABLE AND TWO CHAIRS.

MATERIALS NEEDED: PRIMARY PENCILS (LIGHTWEIGHT AND NO ERASER) AND PAPER.

HAVE 8 1/2 X 5 1/2 OR LARGER PLAIN PAPER. THERE SHOULD BE ENOUGH FOR EACH CHILD TO USE SEVERAL SHEETS OF PAPER.

USE PRIMARY PENCILS. LIGHTWEIGHT ONES WITHOUT ERASERS WORK BEST. MAKE SURE THEY ARE SHARP ENOUGH TO BE USED.

USE A TEACHER OR A PSYCHOLOGIST FOR THIS STATION IF AT ALL POSSIBLE. ALSO USE NO MORE THAN TWO DIFFERENT PEOPLE TO ADMINISTER THESE ITEMS. THIS WILL INCREASE SCORE RELIABILITY.

VISUAL MOTOR

NOTE: QUESTION #38 WILL ASK IF THE CHILD CONSISTENTLY USED THE SAME HAND WITH WHICH TO WRITE WITH THROUGHOUT THIS SUBTEST. PLEASE OBSERVE FOR THIS CHARACTERISTIC.

NOTE: QUESTION #39 WILL ASK IF THE CHILD HELD THE PENCIL CORRECTLY. PLEASE OBSERVE FOR THIS CHARACTERISTIC.

DIRECTIONS: HAND MOVEMENT

20. SAY, "WATCH ME." CLOSE HAND INTO A FIST AND WIGGLE THE THUMB. SAY, "NOW YOU DO IT." PASS: CHILD MAKES A FIST AND WIGGLES HIS/HER THUMB.

21. SAY, "WATCH ME." TOUCH YOUR THUMB TO THE TIP OF EACH FINGER ON THE SAME HAND. SAY, "NOW YOU DO IT." PASS: TOUCHES THUMB TO ANY PLACE ON TWO FINGERS OF THE SAME HAND.

22. TOUCHES THUMB TO ANY PLACE ON ALL FINGERS ON THE SAME HAND IN SUCCESSION (POINTER, MIDDLE, RING, PINKY).

23. TOUCHES THUMB TO TIP OF EACH FINGER ON THE SAME HAND IN SUCCESSION.

NOTE: A CHILD WHO MEETS THE CRITERIA FOR #22 RECEIVES CREDIT FOR #21. A CHILD WHO MEETS THE CRITERIA FOR #23 RECEIVES CREDIT FOR #21 AND #22.

PROVIDE THE CHILD WITH SEVERAL SHEETS OF PAPER AND A PRIMARY PENCIL. SAY, "NOW WE ARE GOING TO DRAW SOME THINGS ON THIS PAPER. LISTEN TO MY DIRECTIONS FIRST."

24. EXAMINER: SAY, "WATCH ME DRAW THIS LINE." (MAKE IT ABOUT 3 TO 4 INCHES LONG.) DRAW A VERTICAL LINE FROM CHILD'S POINT OF VIEW TOP TO BOTTOM IN THE CHILD'S VIEW. SAY, "NOW YOU DRAW ONE JUST LIKE THIS LINE."

CRITERIA: LINE SHOULD NOT CURVE IN EXCESS OF 1/4" OR DEVIATE MORE THAN 15" FROM THE VERTICAL AXIS.

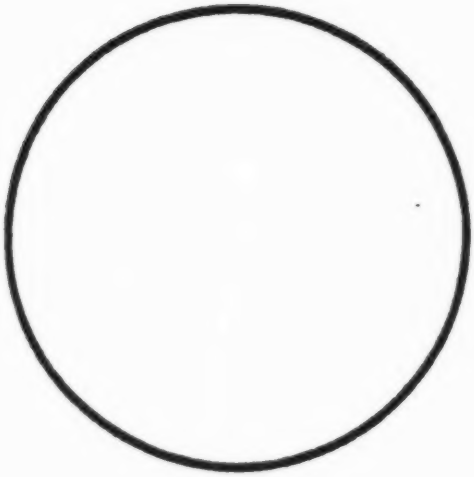
25. EXAMINER: SAY, "WATCH ME DRAW THIS CIRCLE." (MAKE IT ABOUT 2" IN DIAMETER.) DRAW A CIRCLE IN THE CHILD'S VIEW ON PAPER IN FRONT OF THE CHILD. SAY, "NOW YOU DRAW ONE JUST LIKE IT."

CRITERIA: GIVE CREDIT FOR ANYTHING THAT MAKES A CLOSURE. LINES MUST BE WITHIN 1/4" OF TOUCHING ONE ANOTHER. SEE QUESTION #27 FOR CRITERIA EXAMPLES.

SAY TO THE CHILD, "NOW I WILL SHOW YOU SOME DESIGNS WHICH ARE ALREADY DRAWN. I WOULD LIKE FOR YOU TO DRAW THE SAME DESIGNS."

NOTE: DISCONTINUE THIS TEST AFTER 4 OBVIOUS FAILURES AFTER THIS POINT. HOWEVER, BE SURE TO SCORE QUESTIONS 38 & 39 EVEN IF CHILD MISSES FOUR QUESTIONS IN A ROW PRIOR TO THAT.

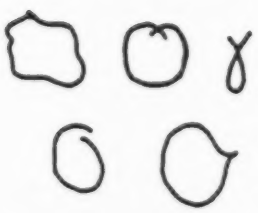
26. SAY TO THE CHILD, "MAKE ONE JUST LIKE THIS."



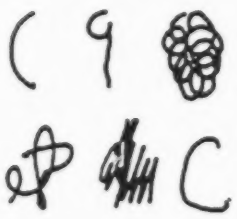
27. SAY TO THE CHILD, "MAKE ONE JUST LIKE THIS."

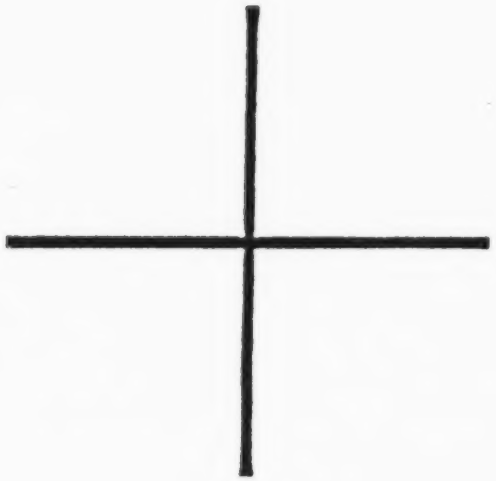
CRITERIA: GIVE CREDIT FOR ANYTHING THAT LOOKS LIKE A CIRCLE. LINES MUST BE WITHIN 1/4" OF TOUCHING ONE ANOTHER.

PASS



FAIL





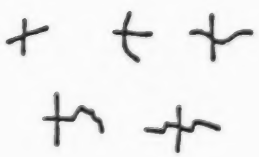
28. SAY TO THE CHILD, "MAKE ONE JUST LIKE THIS." DRAWING SHOULD SHOW

CRITERIA: 1) TWO INTERSECTING LINES. 1/4 OF EACH LINE ON EACH SIDE OF INTERSECTING POINT.

2) TWO CONTINUOUS LINES.

3) EACH LINE MUST BE WITHIN 20° OF ITS CORRECT POSITION.

PASS



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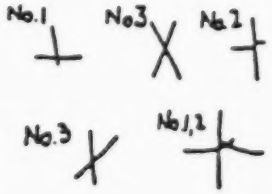
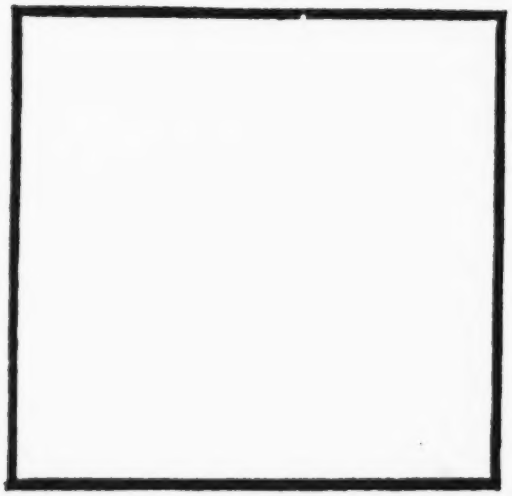




29. SAY TO THE CHILD, "MAKE ONE JUST LIKE THIS." DRAWING SHOULD SHOW

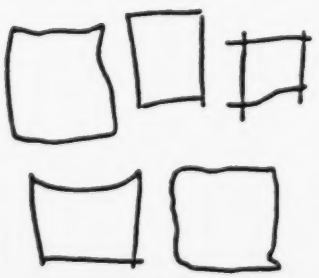
CRITERIA: 1) FOUR SIDES.

2) FOUR ANGLES.

3) OPPOSITE SIDES WHICH ARE EQUAL IN LENGTH. NOTE: 3/4" DIFFERENT WILL BE TOLERATED.

4) INTERSECTION OF SIDES WITHIN 1/4" OF EACH OTHER.

PASS



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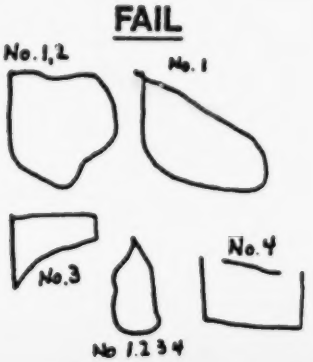
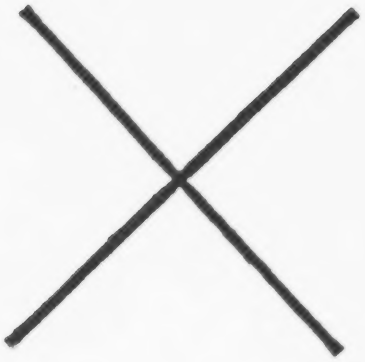




30. SAY TO THE CHILD, "MAKE ONE JUST LIKE THIS." DRAWING SHOULD SHOW

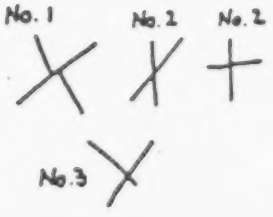
CRITERIA: 1) CONTINUOUS INTERSECTING LINES.

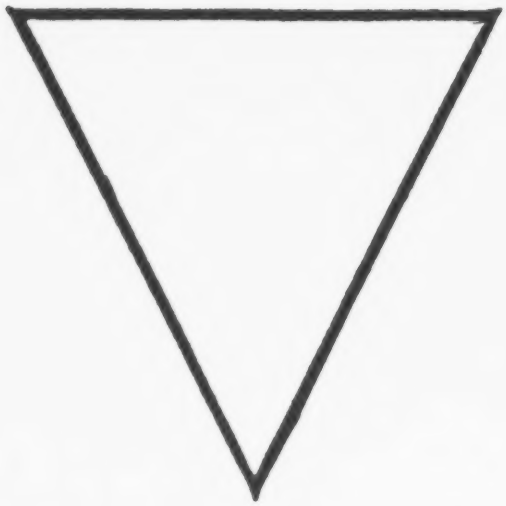
2) LINES ANGLES BETWEEN 20^{o} - 70^{o} AND 110^{o} - 160^{o}.

3) EACH EQUAL LENGTH OF "LEG." (1/4 OF EACH LINE ON EACH SIDE OF INTERSECTING POINT)

PASS

FAIL





31. SAY TO THE CHILD, "MAKE ONE JUST LIKE THIS." DRAWING SHOULD SHOW

CRITERIA: 1) THREE CLEARLY DEFINED SIDES.

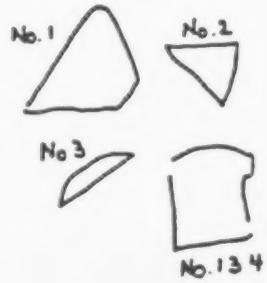
2) ONE CORNER MUST BE HIGHER THAN OTHER TWO.

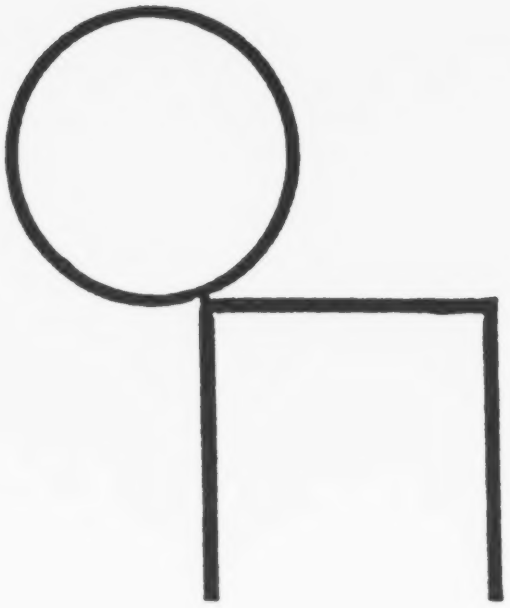
3) THREE ANGLES.

4) INTERSECTION OF SIDES MUST BE WITHIN 1/4" OF EACH OTHER.

PASS

FAIL





32. SAY TO THE CHILD, "MAKE ONE JUST LIKE THIS." DRAWING SHOULD SHOW

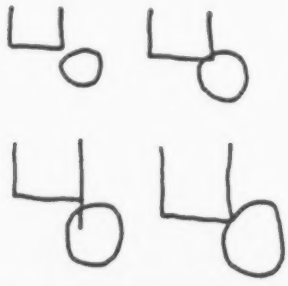
CRITERIA: 1) RIGHT CIRCLE WITHIN 1/4" OF THE BOTTOM RIGHT-HAND CORNER OF THE OPEN SQUARE - THIS ALSO APPLIES TO OVERLAPS.

2) NO MAJOR DISTORTIONS OF OPEN SQUARE OR CIRCLE. (2 ANGLES IN SQUARE MUST BE WITHIN 85^{o} - 95^{o}).

3) CIRCLE AND 2-CORNERED SQUARE OF FAIRLY EQUAL SIZE.

4) BOTH THE OPEN SQUARE AND THE CIRCLE MUST BE IN THE SAME POSITION AS ON THE STIMULUS CARD.

PASS



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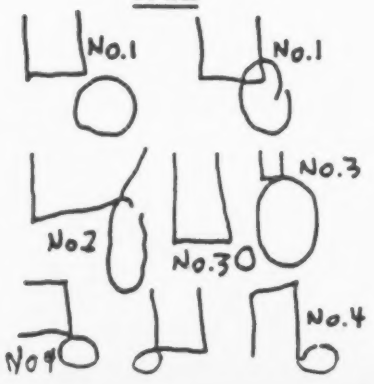
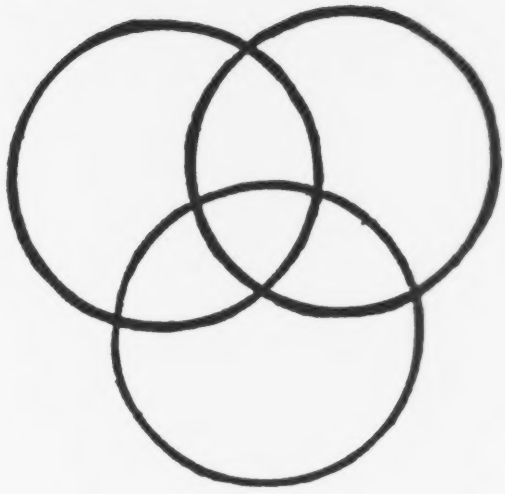
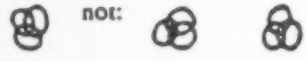




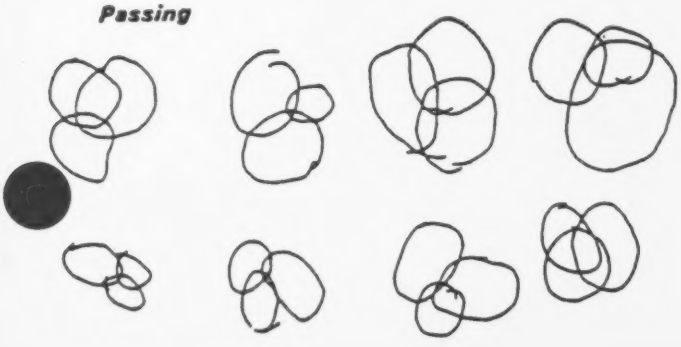
33. SAY TO THE CHILD, "MAKE ONE JUST LIKE THIS." DRAWING SHOULD SHOW

1) THREE OVERLAPPING CIRCLES WITH SEVEN OPENINGS. THE TRIANGULAR OPENING IN THE CENTER MUST SHOW.

2) OPEN CIRCLE CLEARLY BELOW THE OTHERS. IN DOUBTFUL CASES, CIRCLE ARRANGEMENT CAN BE CHECKED BY CONNECTING THE MID-POINTS OF THE THREE CIRCLES TO FORM A TRIANGLE. THE LOWEST SIDE OF THE TRIANGLE MUST BE TIPPED 20° OR MORE.



Passing



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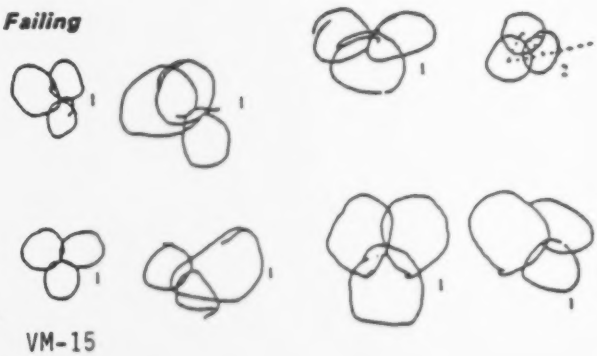
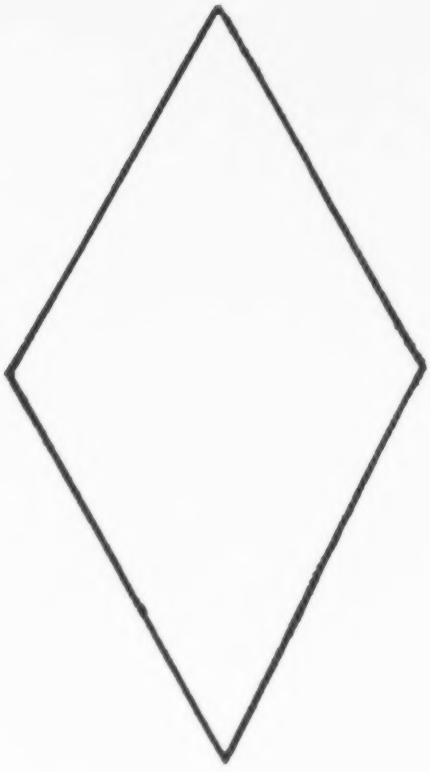




34. SAY TO THE CHILD, "MAKE ONE JUST LIKE THIS." DRAWING SHOULD SHOW

1) FOUR GOOD CORNERS. not:

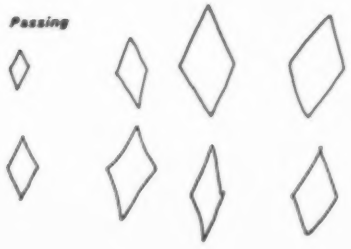
2) OPPOSING CORNERS (ESPECIALLY HORIZONTAL). not:

3) ONLY SLIGHT "DOG EARS" ALLOWED. not:

4) NO "KITE" SHAPE. not:

5) BOTH ACUTE ANGLES MUST BE 60° OR LESS. not:

Passing



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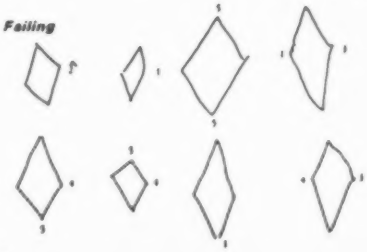


35. SAY TO THE CHILD, "WRITE EACH OF THESE NUMBERS."

CRITERIA: NUMBERS MUST BE LEGIBLE AND OF EQUAL SIZE. NO REVERSALS ARE PERMITTED.

PASS: IF THE CHILD SUCCESSFULLY WRITES NUMBERS 1 & 2 ONLY TO MEET THE CRITERIA.

36. PASS: IF THE CHILD SUCCESSFULLY WRITES ALL OF THE NUMBERS TO MEET THE CRITERIA.

cat

37. SAY TO THE CHILD, "COPY THIS WORD."

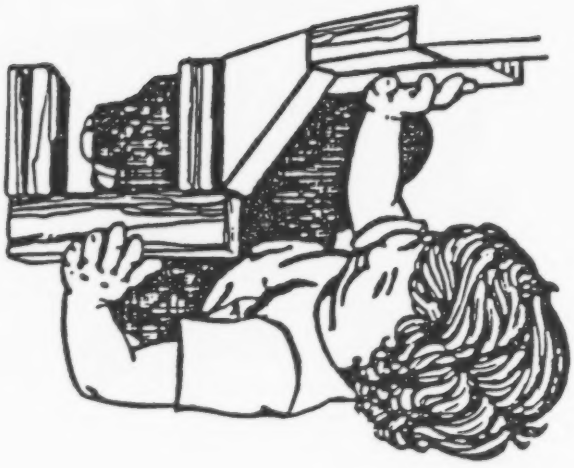
CRITERIA: WORD MUST BE WRITTEN FROM LEFT TO RIGHT. LETTERS MUST BE LEGIBLE, OF EQUAL SIZE, AND ALL LOWERCASE. NO REVERSALS ARE PERMITTED.

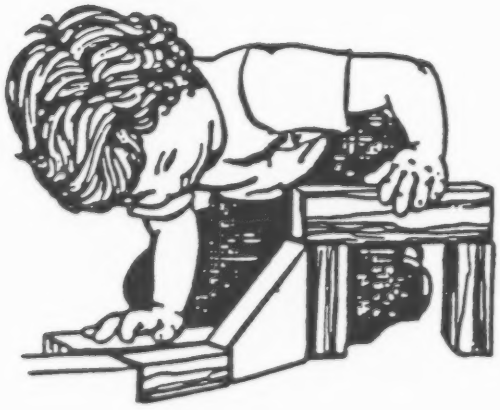
38. DID THE CHILD CONSISTENTLY USE THE SAME HAND WITH WHICH TO WRITE THROUGHOUT THIS SUBTEST?

YES NO

39. DID THE CHILD HOLD THE PENCIL CORRECTLY?

YES NO





AUDITORY COMPREHENSION

THIS STATION NEEDS A TABLE AND TWO CHAIRS.

SAY TO THE CHILD, "I AM GOING TO SAY SEVERAL WORDS. AFTER I SAY ONE, I WANT YOU TO SAY THE WORD, TOO."

40. THEN SAY, "MAMA"

41. SAY, "DADDY"

42. SAY, "TOY"

43. SAY, "BARK"

SAY TO THE CHILD, "NOW, I WILL TELL YOU A STORY ABOUT JIM AND HIS DOG SPOT. WHEN I FINISH, I WILL ASK YOU SOME QUESTIONS ABOUT THE STORY. OK?"

TELL THE FOLLOWING SHORT STORY TO THE CHILD:

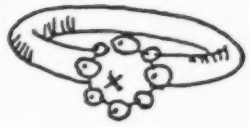
"JIM FED HIS DOG, SPOT, EVERY NIGHT. HE COULD NOT FIND SPOT, SO HE PUT THE FOOD IN THE BOWL. SPOT CAME HOME AND ATE HIS FOOD."

44. WHAT WAS THE DOG'S NAME?

45. WHAT WAS THE BOY'S NAME?

46. DID SPOT EAT HIS FOOD?

47. WHY DO YOU THINK THE DOG WAS NAMED SPOT?
(CHILD MUST INDICATE THAT THE DOG WAS PROBABLY SPOTTED IN COLOR TO PASS.)



48. DIRECTIONS: SAY, "SHOW ME THE RING."

49. DIRECTIONS: SAY, "POINT TO THE PICTURE OF THE PERSON WHO IS RIDING."

50. DIRECTIONS: SAY, "POINT TO THE PERSON WHO IS EATING."

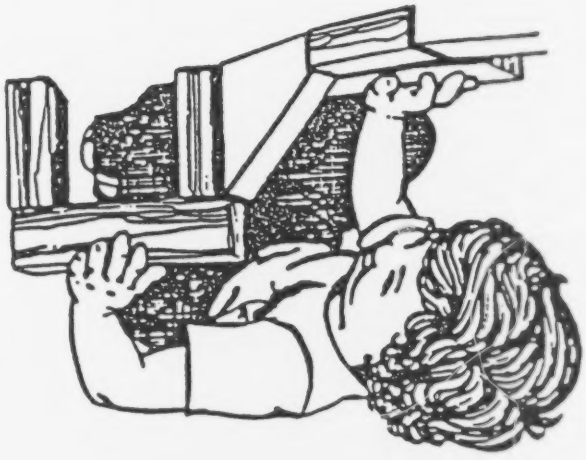
51. TELL ME THE BEGINNING SOUND OF "BOY."

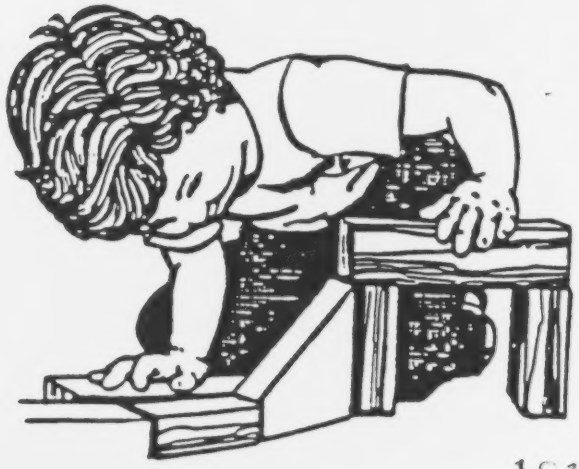
52. TELL ME THE BEGINNING SOUND OF "GIRL."

SAY, "NOW I WILL CLAP MY HANDS TO A CERTAIN SOUND. WHEN I FINISH, I WANT YOU TO CLAP AND MAKE THE SAME SOUND I MADE."

53. CHILD IMITATES CLAPPING SOUND _____ _____ _____

54. CHILD IMITATES CLAPPING SOUND ____ ____ ____ ____





VISUAL PERCEPTION

THIS STATION NEEDS A TABLE AND TWO CHAIRS.

MATERIALS NEEDED: 2 PINK SPONGE SQUARES,
2 BLUE SPONGE CIRCLES,
2 BLUE SPONGE TRIANGLES,
1 BLUE SPONGE SQUARE,
1 BLUE SPONGE RECTANGLE.
THESE SHOULD BE ABOUT 3 INCHES ACROSS.

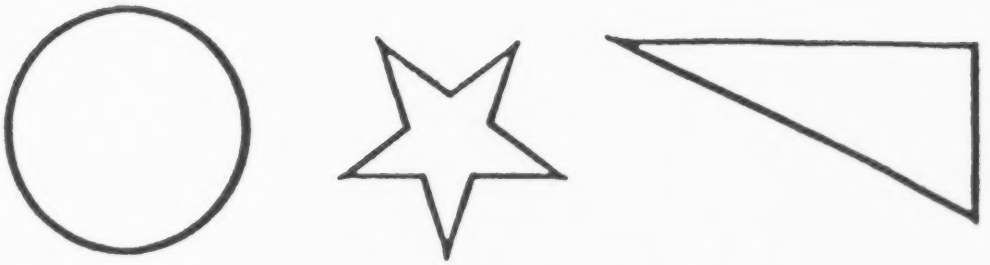
TO FORM SHAPES, AS REQUIRED, CUT SPONGES OF WHATEVER SHAPE PURCHASED. IT WILL BE DIFFICULT TO FIND SPECIFIC-SHAPED SPONGES.

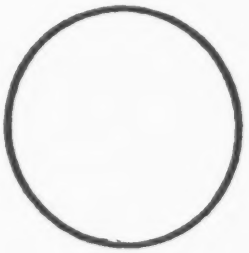
55. MATERIALS: BAG OF SPONGE SHAPES AS FOLLOWS: 2 PINK SQUARES, 2 BLUE TRIANGLES, 2 BLUE RECTANGLES, 1 BLUE SQUARE, 1 BLUE CIRCLE.

PLACE 1 BLUE CIRCLE AND 1 PINK SQUARE IN ROW ON TABLE. PLACE SECOND PINK SQUARE ABOVE AND BETWEEN OTHER SHAPES. SAY (POINTING TO SINGLE PINK SQUARE), "SEE THIS? GIVE ME ONE JUST LIKE IT."

56. PLACE IN A ROW: BLUE SHAPES - CIRCLE, SQUARE, TRIANGLE. PLACE BLUE TRIANGLE ABOVE AT CENTER. POINT TO SINGLE TRIANGLE. SAY, "SEE THIS? FIND ONE JUST LIKE IT. GIVE ME ONE JUST LIKE IT."

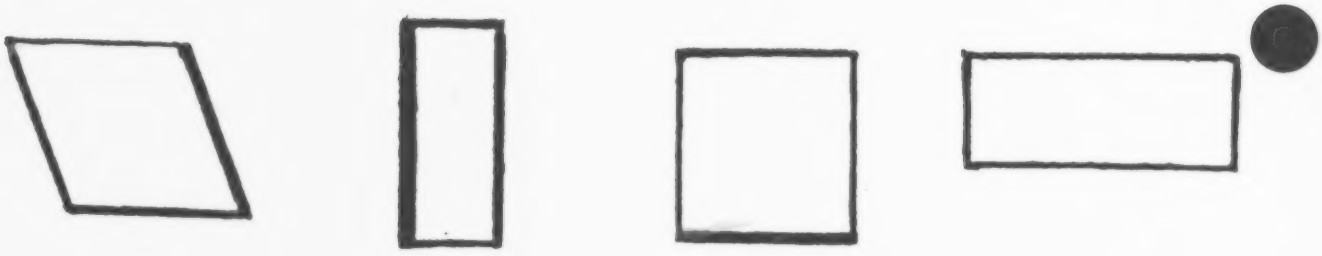
57. ADD BLUE RECTANGLE TO ROW. REMOVE THE TOP TRIANGLE. PLACE BLUE CIRCLE ABOVE AT CENTER. POINT TO SINGLE CIRCLE. SAY, "SEE THIS? FIND ONE JUST LIKE IT. FIND ONE JUST THE SAME."

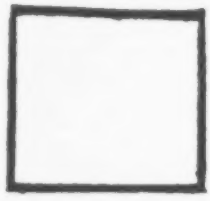




58. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

IF NECESSARY, PROMPT WITH "FIND ONE THAT IS JUST THE SAME."



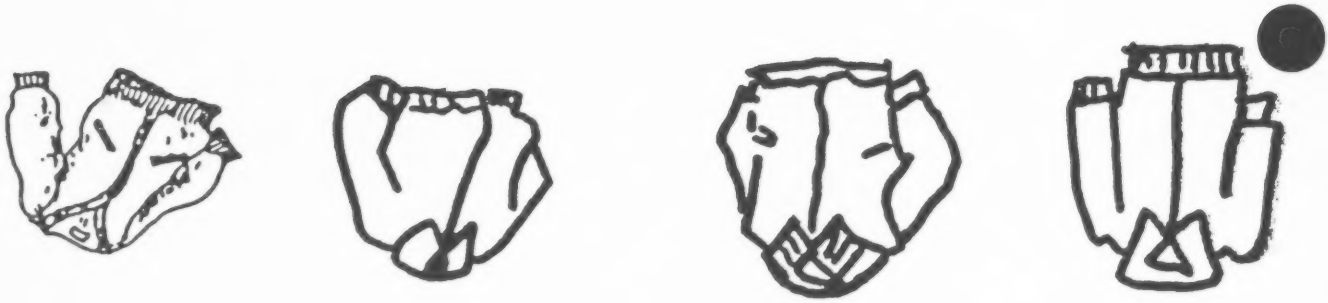


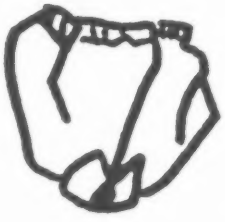
59. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

IF NECESSARY, PROMPT WITH "FIND ONE THAT IS JUST THE SAME."

60. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

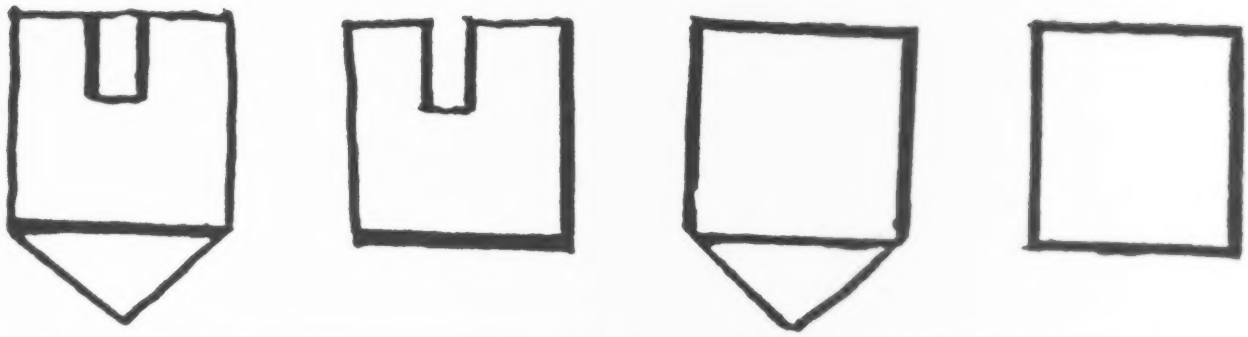
IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."

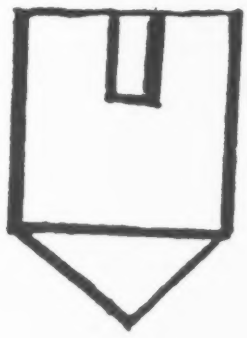




61. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

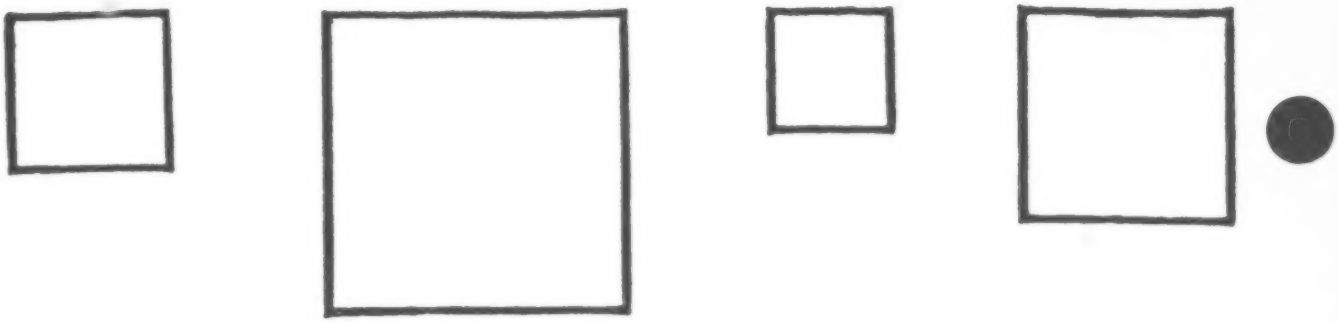
IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."

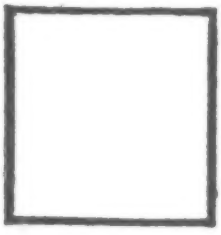




62. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

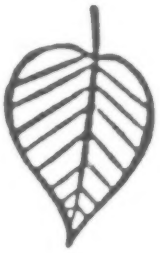
IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."





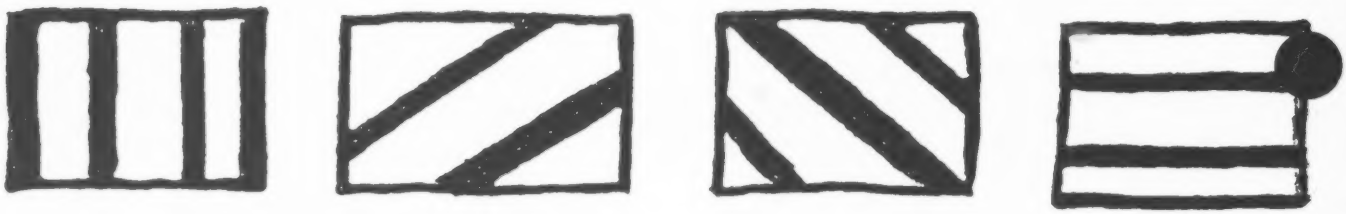
63. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

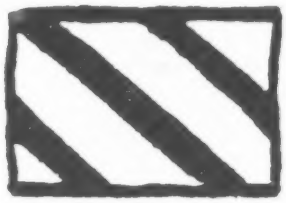
IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."



64. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

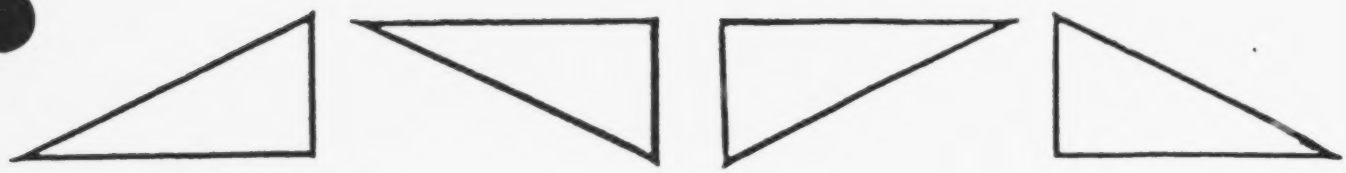
IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."





65. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."

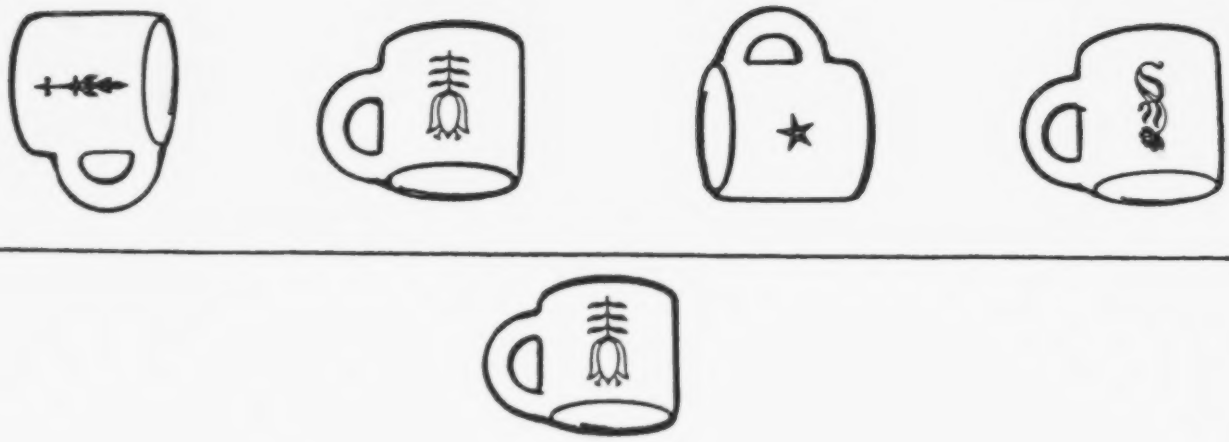


66. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."

67. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."

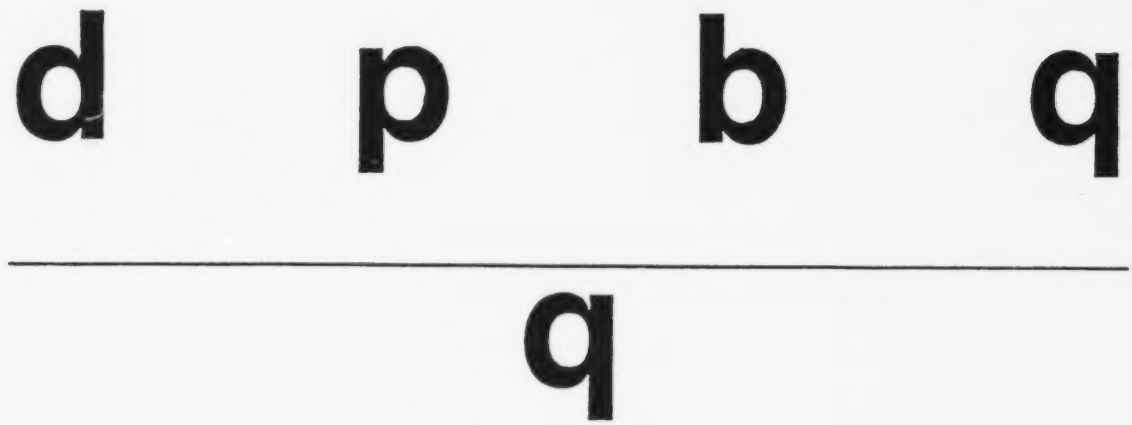


68. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."

69. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."



70. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

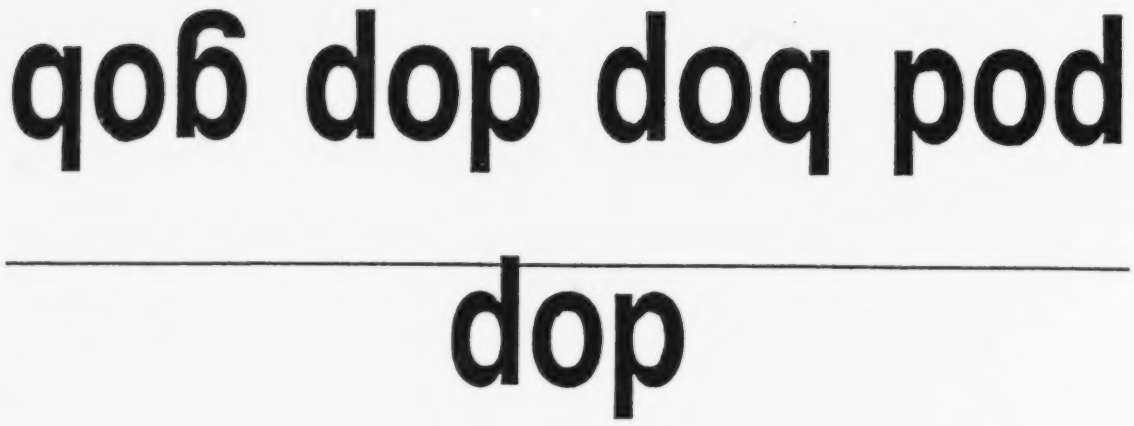
IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."

71. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."

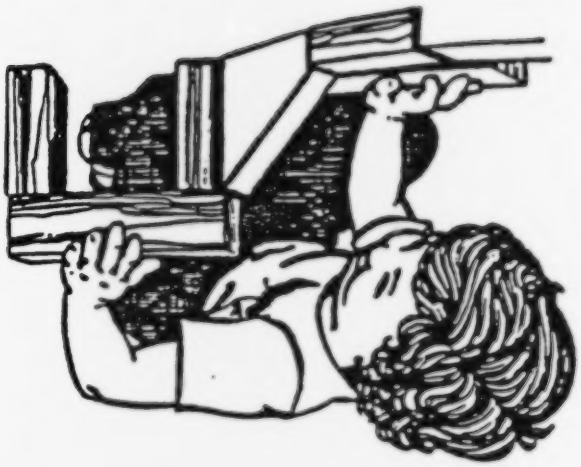
72. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."



73. DIRECTIONS: POINT TO THE SINGLE FIGURE IN THE TOP ROW. SAY, "SEE THIS? FIND ONE JUST LIKE IT HERE." (POINT TO THE SECOND-ROW FIGURES.)

IF NECESSARY, PROMPT WITH, "FIND ONE THAT IS JUST THE SAME."



GENERAL KNOWLEDGE

THIS STATION IS A TABLE AND TWO CHAIRS.

MATERIALS NEEDED: FIVE BLOCKS ALL THE SAME SIZE - RED, BLUE, YELLOW, ORANGE, GREEN.

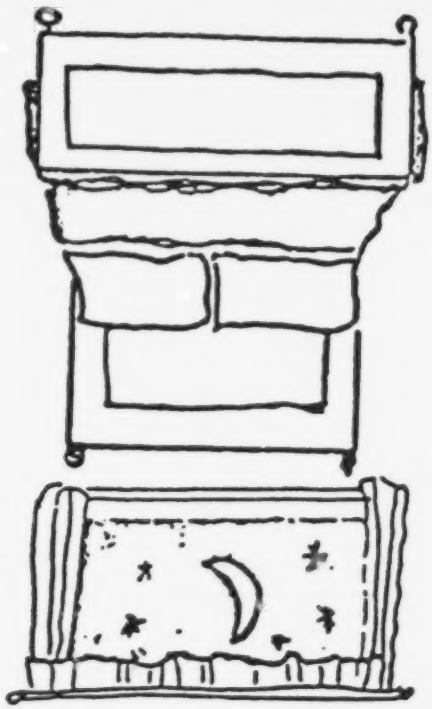
BE SURE YOU HAVE THE CHILD'S ATTENTION EACH TIME YOU PRESENT AN ITEM. BE ENCOURAGING, BUT DO NOT HELP THE CHILD OR GIVE HINTS.

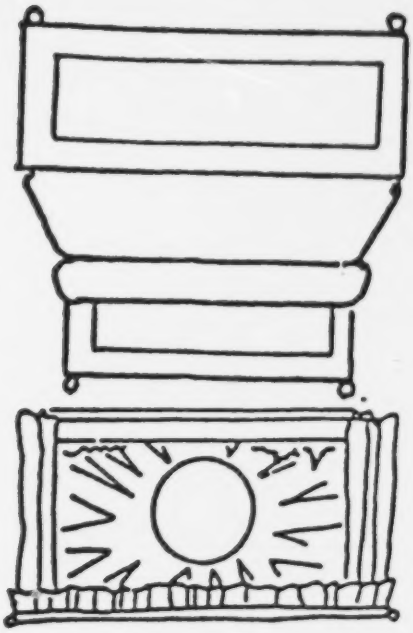
74. SAY, "SHOW ME YOUR NOSE."

75. SAY, "SHOW ME YOUR FEET."

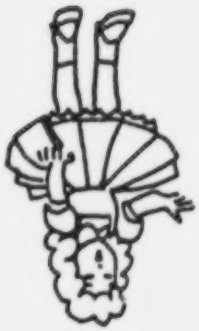
CRITERIA: CHILD NEEDS TO TOUCH THE NOSE AND A FOOT.

SAY TO THE CHILD, "I AM GOING TO SHOW YOU SOME PICTURES AND ASK YOU QUESTIONS ABOUT THEM. OK?"





76. SHOW PICTURE TO CHILD. SAY, "SEE THIS PICTURE? WHICH PICTURE SHOWS THAT IT IS NIGHT OUTSIDE?"



77. SAY, "SEE THIS PICTURE? WHICH PICTURE SHOWS A THING THAT IS HOT?"

78. SAY, "SEE THIS PICTURE? SHOW ME THE BOY WHO IS <u>BEGINNING</u> TO THROW THE BALL."

MATERIALS: 5 COLORED CUBES (RED, BLUE, GREEN, YELLOW, ORANGE)

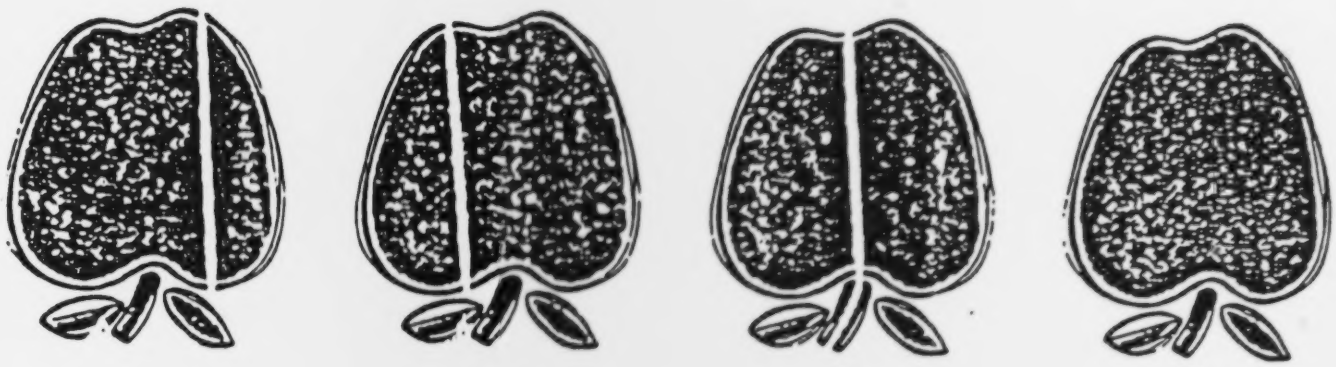
DIRECTIONS: PLACE CUBES IN A ROW ON TABLE IN ORDER LISTED FROM CHILD'S LEFT TO RIGHT.

79. SAY, "SHOW ME THE BLUE BLOCK."

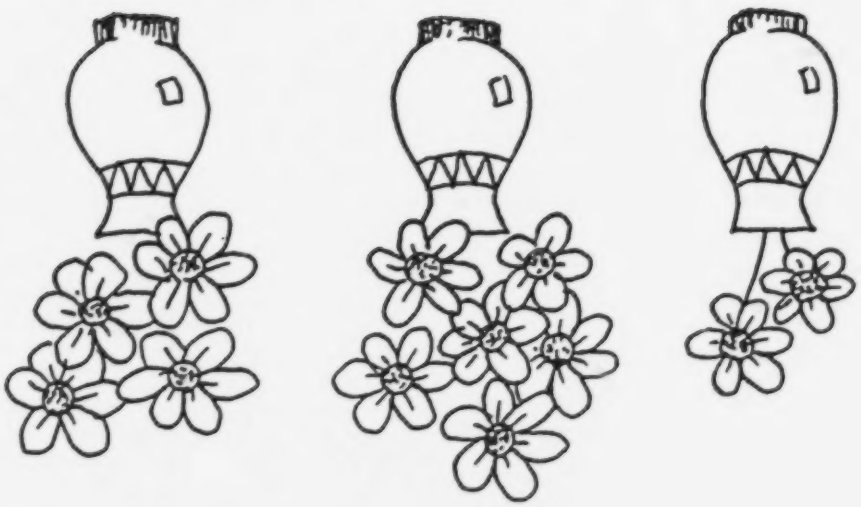
80. "SHOW ME THE RED BLOCK."

81. "SHOW ME THE ORANGE BLOCK."

82. "GIVE ME 3 BLOCKS."



83. SAY, "SEE THIS PICTURE? SHOW ME THE APPLE THAT HAS BEEN CUT IN HALF."



84. SAY, "SEE THIS PICTURE? WHICH VASE HAS THE MOST FLOWERS."

85. SAY, "WHICH VASE HAS THE LEAST FLOWERS?"

3

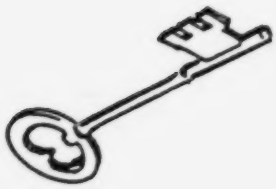
86. SAY, "WHAT NUMBER COMES BEFORE THIS NUMBER?"

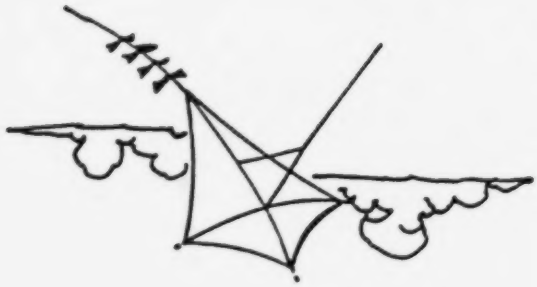
5

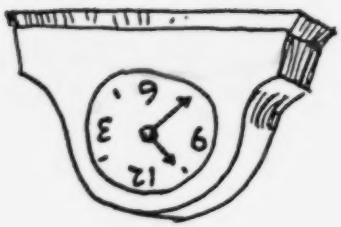
87. SAY, "WHAT COMES AFTER THIS NUMBER?"

27

88. SAY, "WHAT NUMBER IS THIS?"







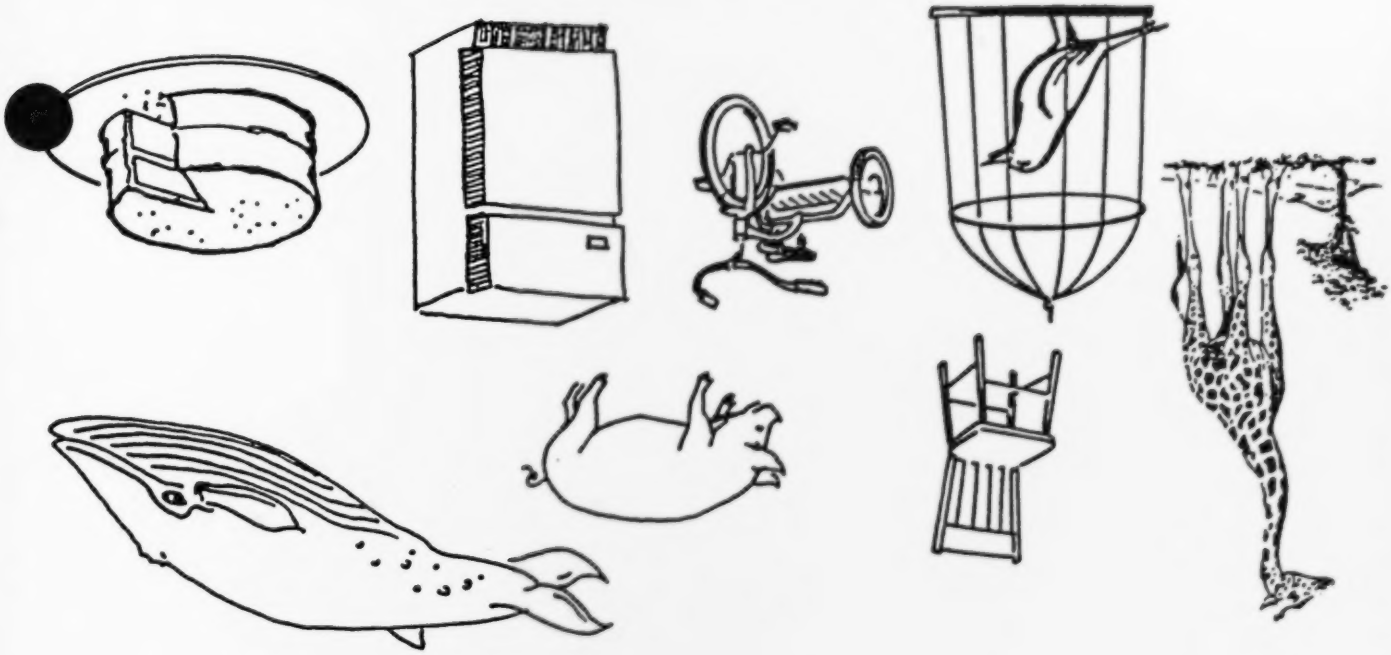
89. DIRECTIONS: POINT TO THE TELEPHONE. SAY, "WHAT IS THIS?"
(SCORE 1 - TELEPHONE, PHONE)
(SCORE 0 - TALK, RINGS, CALL GRANDMA, ETC.)

90. DIRECTIONS: POINT TO THE CLOCK. SAY, "WHAT IS THIS?"
(SCORE 1 - CLOCK)
(SCORE 0 - TICK-TOCK, WATCH, TIME THING, GOES DING)

91. DIRECTIONS: POINT TO THE KITE. SAY, "WHAT IS THIS?"
(SCORE 1 - KITE)
(SCORE 0 - AIRPLANE, YOU FLY IT UP IN THE SKY)

92. DIRECTIONS: POINT TO THE KEY. SAY, "WHAT IS THIS?'
(SCORE 1 - KEY)
(SCORE 0 - LOCK, GOES IN DOOR, START CAR)

93. SAY, "THIS IS A PICTURE OF A SIGN. WHAT DOES IT MEAN?"



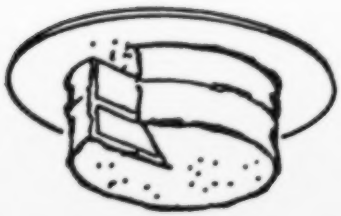
SAY, "SEE THESE PICTURES? I AM GOING TO ASK YOU QUESTIONS ABOUT SOME OF THESE."

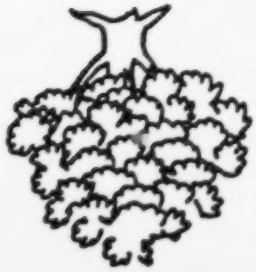
94. SAY, "SHOW ME THE ONE WE <u>KEEP FOOD IN</u>."

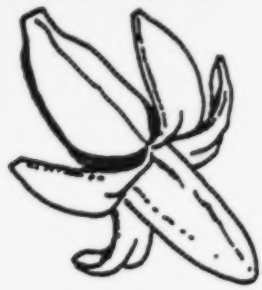
95. SAY, "SHOW ME THE ONE WE CAN <u>RIDE ON</u>."

96. SAY, "SHOW ME THE ONE THAT <u>LIVES ON A FARM</u>."

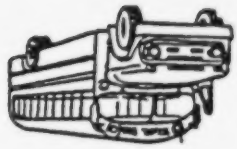
97. SAY, "SHOW ME THE ONE THAT <u>LIVES IN THE WATER</u>."

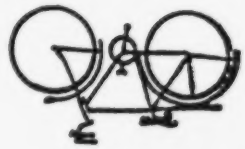


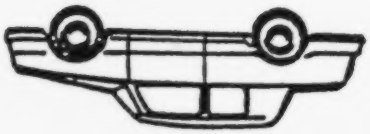


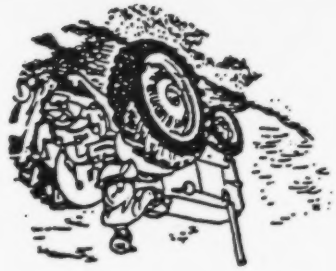


98. SAY TO THE CHILD, "SEE THESE? (POINT TO THE TOP ROW). WHICH ONE OF THESE DOWN HERE (POINT ACROSS THE BOTTOM ROW), GOES WITH THESE?" (POINT TO THE TOP ROW).

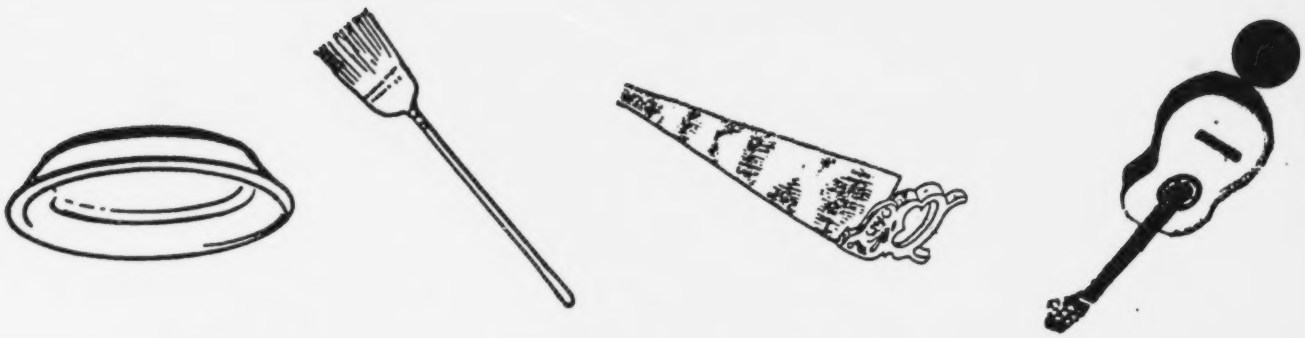


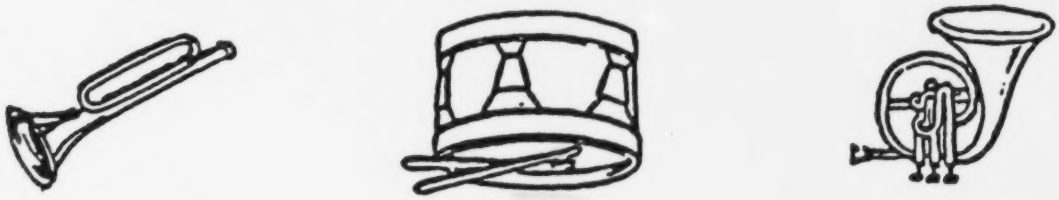






99. SAY TO THE CHILD, "SEE THESE? (POINT TO THE TOP ROW). WHICH ONE OF THESE DOWN HERE (POINT ACROSS THE BOTTOM ROW), GOES WITH THESE?" (POINT TO THE TOP ROW).





100. SAY, "HERE IS ANOTHER PICTURE WITH TWO (2) ROWS OF ITEMS. WHICH ITEM IN THIS ROW (POINT TO THE BOTTOM ROW) IS LIKE THE ITEMS IN THIS ROW?" (POINT TO THE TOP ROW)

SAY TO THE CHILD, "NOW I WILL ASK YOU SOME QUESTIONS, AND YOU TELL ME THE ANSWER."

101. SAY, "WHICH IS BIGGER, A BABY OR A DADDY?"

102. SAY, "FINISH WHAT I SAY. SHOES GO ON YOUR FEET.
A HAT GOES ON YOUR _____."
(SCORE 1 - HEAD, HAIR)
(SCORE 0 - ANOTHER RESPONSE)

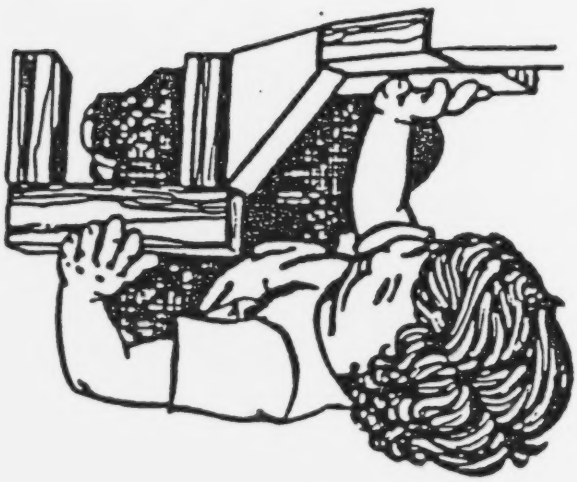
103. SAY, "FINISH WHAT I SAY. A PILLOW IS SOFT.
A ROCK IS _____."
(SCORE 1 - HARD)
(SCORE 0 - ANY OTHER RESPONSE)

104. SAY, "WHAT HAS A MOTOR?"
(SCORE 1 - CAR, BOAT, TOYS WITH MOTORS, ETC.)
(SCORE 0 - ANIMALS, PEOPLE, OBJECTS WITHOUT MOTORS)

105. SAY, "WHAT TALKS?"
(SCORE 1 - PEOPLE, NAMES OF TALKING TOYS, NAME OF A SPECIFIC PERSON)
(SCORE 0 - ANYTHING THAT DOES NOT USE SPEECH)

106. SAY, "WHAT IS THE DIFFERENCE BETWEEN A CAT AND A BIRD?"
(SCORE 1 - BIRD FLIES, CAT DOESN'T; CAT HAS FOUR LEGS, BIRD LIVES IN A TREE)
(SCORE 0 - I HAVE A BIRD. CATS CHASE BIRDS)

107. SAY, "HOW ARE AN APPLE AND A BANANA THE SAME?"
(SCORE 1 - FRUIT, EAT THEM, HAVE PEELS, SEEDS, COME FROM TREE, ETC.)
(SCORE 0 - THEY ARE DIFFERENT, ROUND, BANANA IS LONG, APPLE IS ROUND.)



SPEECH/ LANGUAGE

THIS STATION NEEDS A TABLE AND TWO CHAIRS. WE ARE USING THE FLUHARTY-PRESCHOOL SPEECH AND LANGUAGE SCREENING TEST, AVAILABLE FROM DLM:

TEACHING RESOURCES
P.O. BOX 4000
ONE DLM PARK
ALLEN, TEXAS 75002

MATERIAL NEEDED: THE TEST REQUIRES SEVERAL PHYSICAL ITEMS TO WHICH THE CHILD WILL RESPOND. THESE WILL NEED TO BE GATHERED PRIOR TO THE TESTING. USE SMALL VERSIONS WHENEVER THEY ARE AVAILABLE; E.G., BABY'S SHOES, SMALL 2 OZ. JELLY JAR, AND THE LIKE.

THIS TEST NEEDS TO BE GIVEN BY A SPEECH THERAPIST WITH EXPERIENCE IN LISTENING TO SPECIFIC PRONUNCIATION OF PHONEMES AND LANGUAGE PATTERNS.

FLUHARTY

PRESCHOOL SPEECH AND LANGUAGE SCREENING TEST

Individual Form

name _____ age ___ / ___ (yrs. / mos.) sex _____ (M or F)

native language _____ school/center _____

examiner _____ date ___ / ___ / ___ (mo. / day / year)

Total Scores

Indicate the number of correct responses for each area in the boxes provided.

Age	Identification Total		Articulation Total		Comprehension Total		Repetition Total	
	cut-off score	child's score	cut-off score	child's score	cut-off score	child's score	cut-off score	child's score
2 years	9		18		4		3	
3 years	11		19		6		4	
4 years	12		21		7		6	
5 years	13		23		8		7	
6 years	14		26		8		8	

Section A: Identification and Articulation

Place a (✓) for each correct response in the boxes provided.

Stimulus Item	Identification	First Phoneme		Second Phoneme	
1. bell		/b/		/l/	
2. bag		/b/		/g/	
3. jack		/j/		/k/	
4. knife		/n/		/f/	
				/θ/ (Blank Audience)	
5. teeth		/t/		/t/ (Blank Audience)	
6. pencil		/p/		/s/	
7. window		/w/		/θ/	
8. comb		/k/		/m/	
9. ring		/r/		/ŋ/	
10. shoes		/ʃ/		/z/	
11. leaves		/l/		/v/	
12. chair		/tʃ/		/r/	
				/θ/ (Blank Audience)	
13. feather		/f/		/ð/ (Blank Audience)	
14. jelly		/dʒ/		/l/	
15. egg		/ɛ/		/g/	

Total score _____ Total score _____ Total score _____

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Section B: Comprehension

Place a (✓) for each correct response in the blanks to the left of the numerals.

(Display on the table: one leaf; two pencils — one yellow, one red; two bags — one paper, one plastic. Precede those sentences marked with an asterisk by saying, "Show me.")

Stimulus Item	Acceptable Response
___ 1. Is the leaf on the table? (Remove leaf.)	*(Positive nod of head; "Yes," "Here it is," and nods.)*
___ *2. You are opening your mouth.	*(Opens mouth; "See," and opens mouth.)*
___ *3. The pencil is yellow. (Remove both pencils. Display two rings.)	*(Points; "This one," and points.)*
___ *4. The bag is paper. (Put one ring on paper bag, other ring in plastic bag.)	*(Points; "This one," and points.)*
___ *5. The ring is on the bag. (Remove both rings and both bags. Display two combs.)	*(Points; "This one," and points.)*
___ 6. Show me your sock.	*(Points; "Here it is," and points.)*
___ *7. *(Child's name)* is coughing.	*(Must cough.)*
(Display on the table: feather, shoe, and hat. Put one comb on the floor. Other comb remains on the table.)	
___ *8. The comb isn't on the table.	*(Points; "It's on the floor," and points.)*
___ 9. Where is the feather?	*(Points; "On the table," and points.)*
___ 10. Take the shoe and hat.	*(Must take.)*

Total score _____

Section C: Repetition

Place a (✓) for each sentence repeated correctly in the blanks to the left of the numerals. Check missing words or record substituted responses in the blanks below each sentence.

___ 1. The girls have the presents.
_____

___ 2. The man is a football player.
_____

___ 3. The baby is little.
_____

___ 4. They are walking.
_____

___ 5. The bus is here.
_____

___ 6. That is her cat.
_____

___ 7. The man can't reach.
_____

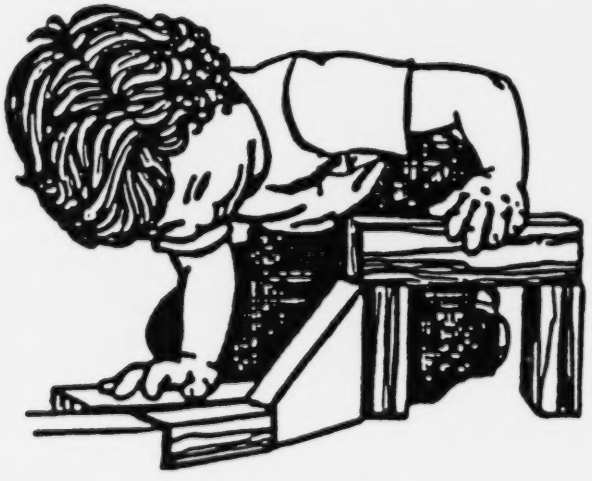
___ 8. The girl said, "Who is it?"
_____

___ 9. The boy said, "Blow hard!"
_____

___ 10. The ice cream fell.
_____

Total score _____

SL-3



GENERAL HEALTH

THIS STATION REQUIRES AN ACCURATE SCALE WITH A HEIGHT INDICATOR. THE AREA NEEDS TO BE FAIRLY LIGHT SO THAT THE MEASUREMENTS CAN BE READ EASILY.

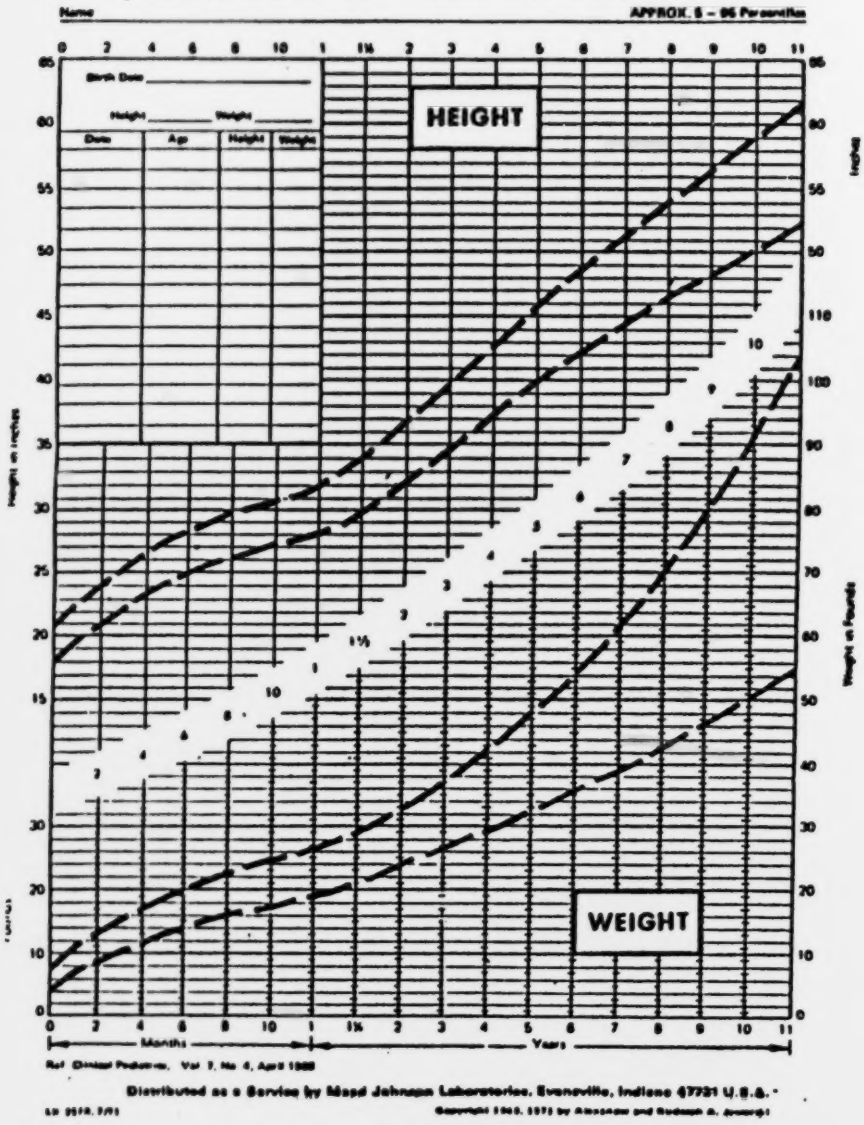
PART OF THIS AREA IS A PHYSICAL HEALTH INFORMATION SHEET CONTAINED IN THE PACKET PARENTS FILL OUT.

MATERIALS NEEDED: SCALE WITH HEIGHT INDICATOR AND HEIGHT/WEIGHT CHARTS.

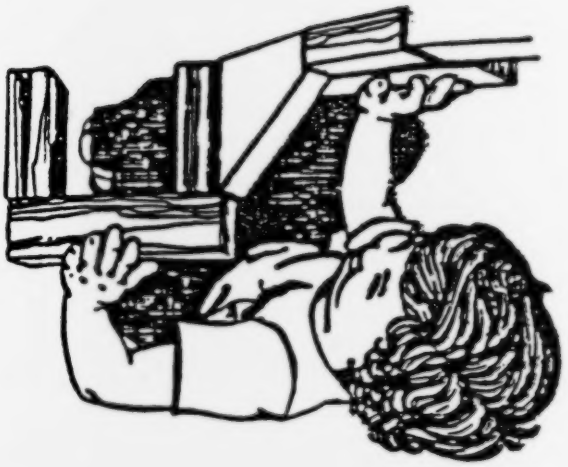
PROCEDURE: MEASURE THE CHILD'S WEIGHT IN POUNDS AND THE CHILD'S HEIGHT IN INCHES. RECORD ON GROWTH CHART.

OBSERVE THE CHILD'S GENERAL HEALTH CONDITION AND NOTE ANY ABNORMALITIES ON THE BACK OF THE ANSWER SHEET.

CONTINUOUS BOY–GIRL GROWTH CHART



GH-4



VISION

THIS STATION IS SET UP WITH 2 CHILDREN'S CHAIRS SIDE BY SIDE AND 1 CHILD'S CHAIR 2 METERS AWAY FACING THE TWO SIDE-BY-SIDE CHAIRS.

MATERIALS NEEDED:
* BROKEN WHEEL VISION TEST
* PENLIGHT
* PENCIL WITH STICKER OR OTHER SMALL OBJECT AT THE END.
* RANDOT OR STEREO FLY TEST

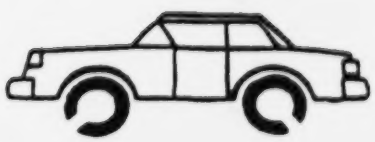
IT IS RECOMMENDED THAT ANY TEST A CHILD FAILS SHOULD BE REPEATED AT A LATER TIME BEFORE AN ACTUAL REFERRAL TO AN EYE SPECIALIST IS MADE IN ORDER TO AVOID OVER-REFERRAL.

PART ONE - VISUAL ACUITY

MATERIALS: THE BROKEN WHEEL VISION TEST (SEE INSTRUCTIONS WITH TEST KIT). BERNELL, 750 LINCOLNWAY EAST, P.O. BOX 4637, SOUTH BEND, INDIANA 46634

PROCEDURE: AT 2.0 M DISTANCE, THE CHILD SHOULD BE ABLE TO IDENTIFY THE CAR WITH THE BROKEN WHEELS ON THE 20/20 CARD FOUR TIMES IN A ROW, FIRST WITH BOTH EYES, THEN WITH ONE EYE AT A TIME.

(AT THE 2.0 M DISTANCE, THE ACUITY OF THE 20/20 CARD EQUALS AN EQUITY OF 20/30. IF THE CHILD IS UNABLE TO IDENTIFY CORRECTLY, REFERRAL TO AN EYE SPECIALIST SHOULD BE MADE.



Broken Wheel Test

Easily administered valid and reliable test of visual acuity in children 2 to 5 years of age. Excellent for the exceptional child; for example, the visually handicapped, the multiply handicapped, deaf, retarded or brain damaged, of any age. Uses a clinical approach of testing for visual acuity by incorporating the Landolt C. The Broken Wheel Acuity Test utilizes cards having a familiar, non-threatening symbol (car), presented in a forced choice paradigm. The test response involves the simple recognition of the gap in a Landolt Ring as the critical feature. Quantitatively, the acuity level in this test has been established to be equivalent to Snellen Letter optotype. No interpretation of the directional orientation of the optotypes is necessary, since both cards are the same except for the critical feature. Responses can be by finger pointing, hand pointing, or by eye pointing. Inlcudes a pretest for response reliability.

(Publisher's description)

PART TWO - MUSCLE IMBALANCE

MATERIALS: PENLIGHT

PROCEDURE: HOLD PENLIGHT ABOUT 12" FROM CHILD'S EYES. ASK THE CHILD TO LOOK DIRECTLY AT THE LIGHT. REFLECTION OF THE LIGHT ON THE CHILD'S EYES SHOULD BE AT THE SAME SPOT ON BOTH EYES.

IF LIGHT REFLECTION IS UNEVEN, A REFERRAL SHOULD BE MADE.

PART THREE - BINOCULAR VISION

TO SEE IF BOTH EYES ARE WORKING TOGETHER.

MATERIALS: RANDOT TEST OR STEREO FLY, AVAILABLE FROM

BERNELL
750 LINCOLNWAY EAST
P.O. BOX 4637
SOUTH BEND, INDIANA 46634

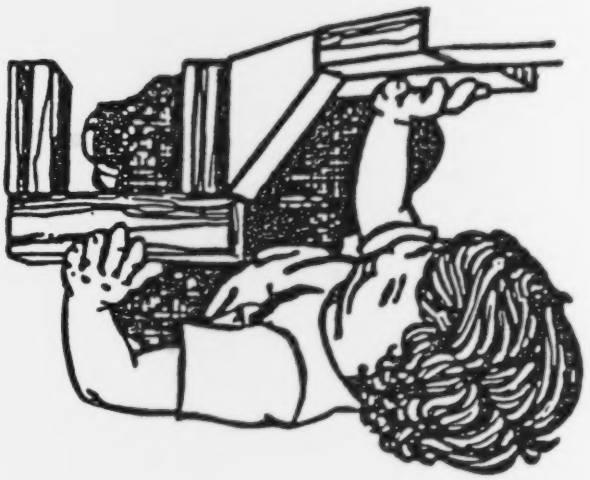
PROCEDURE: FOLLOW INSTRUCTIONS WITH TEST.

PART FOUR - TRACKING

MATERIALS: SMALL ANIMAL OR FACE ON END OF PENCIL

PROCEDURE: HAVE THE CHILD FOLLOW THE PENCIL WITH HIS EYES ONLY. (IT MAY BE NECESSARY TO GENTLY HOLD THE CHILD'S HEAD STILL.) ABOUT 12" AWAY FROM THE CHILD, MOVE THE PENCIL SLOWLY BOTH HORIZONTALLY AND VERTICALLY. OBSERVE MOVEMENT OF THE EYES. THEN MOVE THE PENCIL TOWARD THE BRIDGE OF THE CHILD'S NOSE. BOTH EYES SHOULD FOLLOW THE OBJECT TO WITHIN 3-4" OF THE NOSE.

MAKE A REFERRAL TO AN EYE SPECIALIST IF THE EYE MOVEMENTS ARE JUMPY OR JERKY OR IF EITHER EYE TURNS OUTWARD WHEN THE OBJECT IS FURTHER AWAY THAN 4" FROM THE NOSE.



HEARING

THIS STATION NEEDS A TABLE AND A CHAIR FOR THE CHILD. THE TESTER MAY WISH TO STAND OR SIT. THE TWO MACHINES EACH NEED TO BE PLUGGED INTO A GROUNDED OUTLET.

MATERIALS NEEDED: AUDIOMETER
IMPEDANCE METER

PART ONE

EQUIPMENT: PURE TONE AUDIOMETER

PROCEDURE: IN A QUIET AREA, SCREEN THE CHILD'S HEARING AT FREQUENCIES 1000, 2000 AT 20 dB, AND 4000 AT 25 dB. ASK THE CHILD TO RAISE HIS HAND WHEN HE HEARS THE TONE. (DEMONSTRATE THE SOUND AT A HIGHER dB, BEFORE PUTTING EARPHONES ON THE CHILD.)

ANY FAILURE TO RESPOND TO THESE FREQUENCIES SHOULD BE FOLLOWED BY A SECOND SCREENING AFTER 2 WEEKS AND/OR A REFERRAL.

PART TWO

EQUIPMENT: IMPEDANCE METER

PROCEDURE: FOLLOW MANUFACTURER'S INSTRUCTIONS.

EXPECTED NORMAL LEVELS ARE

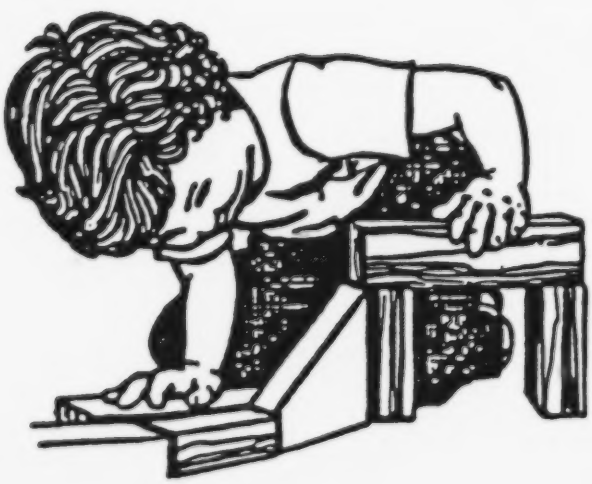
PEAK PRESSURE (+50 TO -150)

COMPLIANCE (.2 TO 1.6)

PHYSICAL VOLUME (.4 TO 2.5)

REFLEX - TESTED AT 1000HZ - 105 dB - WILL BE EITHER "ABSENT" OR "PRESENT"

THIS CHECKS FOR MIDDLE EAR PRESSURE. LEVELS WHICH ARE LOW IN ANY OF THESE AREAS WILL INDICATE A POSSIBLE HEARING INTERFERENCE, AND THE CHILD SHOULD BE REFERRED.



PARENT STATION

IN AN AREA SECLUDED FROM THE PARENT WAITING AREA AND OTHER TESTING STATIONS, SET UP A "PARENT STATION" INCLUDING THE FOLLOWING ITEMS:

TABLE

4-5 CHAIRS

CHILDREN'S BOOKS AND/OR QUIET TOYS (FOR USE BY CHILD WHILE PARENT AND SCHOOL REPRESENTATIVE ARE TALKING.)

AGENCY BOOKLETS

PARENT ACTIVITY BOOKLETS

TEST GRID AND EXPLANATION SHEETS

PROCEDURE:

1. GIVE A GENERAL DESCRIPTION OF SCREENING AREAS. MENTION THIS IS A QUICK SAMPLING OF WHAT SKILLS THEIR CHILD IS DEVELOPING.

2. SUMMARIZE TEST RESULTS AND POINT OUT CHILD'S STRENGTHS AND/OR WEAKNESSES. SHOW PARENT AREA OF EXPLANATION SHEET THAT BEST DESCRIBES THE CHILD. (CHECK MARK)

3. INDICATE SECTIONS OF THE ACTIVITY BOOKLET THAT WOULD PROVIDE SOME EXAMPLES OF HOME ACTIVITIES.

4. IF NEEDED, INDICATE SOME OF THE AGENCIES THAT MIGHT BE OF HELP TO THE PARENT.

5. IF FURTHER TESTING BY THE LOCAL SCHOOL DISTRICT, COUNTY PSYCHOLOGIST OR SPEECH THERAPIST IS NEEDED, HAVE THE PARENT SIGN THE APPROPRIATE FORMS AND SCHEDULE AN APPOINTMENT.

6. THANK PARENT FOR PARTICIPATING IN THE SCREENING AND ENCOURAGE HIM OR HER TO BRING THE CHILD BACK NEXT YEAR.

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For Additional Copies Write To:

The Ohio Department of Education
Division of Educational Services
Early Childhood Section
65 S. Front Street, Room 202
Columbus, Ohio 43266-0308

614-466-0224